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ABSTRACT

This paper, based on a study undertaken in 1976-77 at the University of Maryland at College Park, examines the current state of curricular development at library schools favoring advanced education for archival or rare book librarianship. Through surveys and examinations of catalogs, course offerings at 64 accredited library schools capable of supporting training for rare book librarianship were analyzed. These data are compared with comparable figures for other course offerings, placement statistics, and previous survey data, giving a general picture of neglect of this field. Areas in need of further attention and improvement are suggested. The study includes appendices which provide information on special placements in special collections, college programs, course profiles, historical course work, course work, faculty, student faculty ratios, program and course outlines, and a questionnaire summary. (Author/RAA)

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Education for Rare Book Librarianship: A Reexamination of Trends and Problems

by

Lawrence J. McCrank

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ABSTRACT

This paper, based on a study undertaken in 1976-77 at the University of Maryland at College Park, examines the current state of curricular development in library schools favoring advanced education for archival or rare book librarianship. Through surveys and examination of catalogs, course offerings of 64 accredited library schools capable of supporting training for rare book librarianship were analyzed. These data are compared with comparable figures for other course offerings, placement statistics, and previous survey data, giving a general picture of neglect of this field. Areas in need of further attention and improvement are suggested.

INTRODUCTION

Gordon N. Ray unwittingly sparked some controversy in 1965 with his study "The Changing World of Rare Books," which quoted survey respondents who echoed a theme dating to 1937 when Randolph G. Adams portrayed librarians as "enemies of books."¹ In 1971 Ann Bowden reacted to criticism aimed at the deficiencies in the training of rare book librarians in modern library schools by wondering "whether [critics] are basing their feelings on library schools as they were, or as they are today."² She surveyed graduate library schools accredited by ALA (then numbering 53), and published the report "Training for Rare Book Librarianship," which, in contrast to Ray's remarks, presented a sympathetic picture of library education by identifying in ALA-accredited programs several opportunities to pursue bibliographical studies and specialized training in rare books. In 1975 Ray updated his earlier study in "The World of Rare Books Re-examined," which partially provoked this study of the same issue—education for rare book librarianship—by attempting to examine the current state of curricular development in library schools favoring advanced bibliographic studies and training in curatorship, and to identify trends and problems inhibiting further development of this specialization.³

An all-pervasive problem is the mutually hostile, or at least suspicious, attitudes between bookmen and bibliographers on one hand, and on the other, librarians in general and information specialists in particular. The condemnation of librarianship by Adams seems to be more accepted by rare book specialists today, after the rise of an increasingly elaborate and sophisticated education system, than in his day when the emerging profession lacked formal degree programs at either the undergraduate or graduate levels.⁴ At the time of this study, the Association of American Library

Schools (AALS) included 63 institutions with accredited master's programs (these award over 8% of all graduate degrees earned each year in the United States), plus another 35 affiliated schools;⁵ together, these have enrolled as many as 12,000 students preparing for a profession now approaching a membership of 182,000. However, few of these schools or their graduates have achieved reputations for any bibliographical orientation, and they continue to be criticized severely by bibliophiles, collectors, bookmen, historical and bibliographical scholars, and many academic administrators.

Despite Bowden's encouraging findings, Ray's reexamination ignored library and bibliographic education, as if the training component of rare book librarianship were ephemeral,⁶ and he noted the growing division between rare book and research libraries and libraries in general. One respondent to his survey wrote that: "the resentment and pique among professional librarians and library schools over this development must be recognized, but they are not meeting the tests. I hope that they will keep trying."⁷ Another described difficulty in being able to recruit "top flight" individuals "who combine knowledge and devotion with a clear flair for leadership....suited to direct a rare book program that must be explained and made attractive to the external world of scholarship, administration, collectors, and the general public." This "most respected of present day university librarians," as Ray describes him, laments that "there are plenty of [good young librarians], but they tend not to be bookish; instead they are apt to concentrate on such areas as 'automation, general administration, and science information services.'"⁸ Daniel Traister of the New York Public Library summarized the complaint succinctly in the title of a talk before a local association: "There Is Nothing so Rare as a Rare Book Librarian."

The gulf between bookmanship and librarianship is widening with the impact of professionalization and current trends toward information studies in library education. Ray noted that "even in 1965 it was the prevailing view that [rare book librarians] should rarely be sought among library school graduates, and this conviction has grown stronger in the intervening years."⁹ The MLS requirement has been especially criticized because so many degree programs are seen as inadequate or, perhaps worse, irrelevant for special collections. David Randall labeled such enforcement of professionalization through accreditation mechanisms as a "cancerous thing" because the practice has screened competent bookmen and subject area specialists from the profession while protecting the status of less-qualified individuals.¹⁰ Equally distressing is the prevailing attitude of library administrators, fostered in some ways by library educators, which portrays

the rare bookman's contribution to special collections as an isolated, separate division or library within a system, rather than fulfilling such a specialist's potential as a preservation and collection development officer for the whole library or system. It is difficult to understand how pro-book emphases can be seen as inimical to institutional interests, yet this seems to be the case in the interplay between curators and library administrators. In debates about how subject area specialists can be utilized, there seems to be fear that the specialist who knows rare books in his or her field may be overspecialized. Subject area specialists work as liaison officers between academic departments and libraries, as interpreters of user needs, and in collection development, SDI (selective dissemination of information), research and reference services, etc. However, library literature has not explored their role in the formation of special collections or the rare book librarian's role as a specialist for other than rare books as such.¹¹ When librarians accuse such specialists of ignorance about libraries, a common retort is that librarians know too little about books. George MacManus complained: "It is a source of constant amazement to me how little librarians know about the purchase of out-of-print and rare books....I made it a point to do a little investigating. To my surprise, I found that some librarians do not know too much about buying *new* books."¹² From the educator's viewpoint, such arguments present a perplexing problem, namely, how to include specialized training in rare books and the antiquarian market in library education curricula while ensuring that such specialists are trained within the context of librarianship rather than only their subject area disciplines.

Ray's report indicates that in the opinion of leading authorities in the field of rare books and special collections, library schools are not achieving a proper blend of general and specialist education, and that trends toward automation are seen as detrimental to this field. They argue convincingly that the care of rare and special collections should not be entrusted to the so-called new librarianship, for which primary sources, historical perspective, and scholarly bibliography are concerns of decreasing importance. Litanies invoking the names of scholar-librarians famous for the research collections they built despite their lack of formal library education are recited to demonstrate that such bookmen stand in sharp contrast to the products of today's library schools.¹³ Critics, some caustic and others benign, mount censorious attacks on a profession which pays lip service to books and bibliography, but whose members nevertheless seem increasingly less familiar with bibliographic scholarship other than list compilation and file structure; are unacquainted with publishing and the book trade; and are inept in conveying bibliographic instruction or research methodology beyond the rudiments of data referral and ready reference

from tertiary sources. As library school graduates appear only semiliterate in terms of the book as a physical, aesthetic object, such critics wonder what has happened to the role of bookmanship in library education. They underscore a larger problem: what is happening to the historical or humanistic component in library school curricula?

Before these two questions can be addressed specifically, a preliminary observation is in order. While an apologia for modern library education cannot be attempted here, the previous incrimination of library education and the profession has a counterpart, which is equally disparaging of the bookman, bibliographer, and historical or literary scholar, accusing him or her of naïveté, elitism, or unfamiliarity with the "real" world of libraries and more pressing information needs than can be found in rare books.¹⁴ It is now generally accepted that today's librarians must achieve flexibility and ability to cope with the whole information process. Instead of traditional overemphasis on the book, curricula should reflect the "generic book" and expose students to data processing and information transfer, multimedia packaging and dissemination, administration and management, and the socioeconomic and political concerns of libraries. It is not clear why such educational objectives are seen in juxtaposition with bibliographical studies, except that until recently, with the impact of computer application in the humanities, such skills were not well developed in traditional, subject area historical or literary education.

Although seldom published, opinions of library school faculty sometimes go to the extreme as so-called information specialists adroitly justify moving library education away from book-centered cores to processes and operations studies. When presented in the extreme, the bibliographer is the proverbial ivory-tower academician, the bibliophile a bibliomaniac, and the bookman a useful jobber whose expertise in rarities is irrelevant to daily information needs. Librarians now serve clienteles of such growing numbers and varied demands that bibliophiles, bibliographers, historians, and literary scholars are being reduced to a minority which still commands a disproportionate share of library resources, so that advocates of information science have no difficulty in challenging the premises assumed by those who assail the modern profession because it seems insensitive to rare books and special collections. Thus, the situation is more complicated than simply that librarians are no longer bibliographers; nor are most librarians information science specialists. In truth, they fall into an undefined position between traditional information dissemination via the codex form, and new communications which transfer text without use of the printed book. Rare book librarianship may be more akin to museology than to the future information center. Or, in other words, cultural and

information centers may not be synonymous, and rare books are being relegated to the former and excluded from the latter organizations.¹⁵

Rare book librarianship, of course, could undoubtedly benefit from better training in information science and administration, and several current projects in bibliography rely on computer assistance just as textual and documentary editing relies increasingly on nonnumeric data- or word-processing computers. Bibliographic studies and information science are not incompatible once they become acquainted. Yet the critical question in library education is to what extent must the latter replace rather than expand upon a basic humanistic foundation and a core bibliographic education? This issue calls attention to both the dilemmas facing library school curricula which remain committed to the one-year program, and the problem of whether or not librarianship, when pulled toward information science, should retain custody of primary source material. Is there time, funding and sufficient interest to nurture the field of rare books and special collections in modern library education?

There is no consensus on how to compensate for losses which occur when library curricula expand to explore new areas, or on how to accommodate specialization in educational programs currently devoted to the generalist principle. The lack of resolution about the structural design of curricula has now shifted from debates about prescribed programs to the larger issue of the extent of coursework necessary for the master's degree, evidenced by the debates between advocates of the one- and two-year MLS program, the variety of admission prerequisites being imposed, and the myriad of evolving undergraduate and graduate programs, ranging from one to several years, with options for sixth-year specialization and advanced-study certificates. Degree requirements vary considerably from school to school, from thesis programs to those which have abolished the thesis in favor of projects or added coursework, and from those having comprehensive examinations or "exit interviews" to others which rather arbitrarily call a conglomerate of credit-hours a master's degree as long as a minimum grade-point average is maintained. The MLS, so advocates of specialization argue, now ensures no particular mastery on the part of today's graduates, but only an introduction to the profession.¹⁶ If attack is a proper defense, it can be argued convincingly by library educators that bookmen and administrators surveyed by Ray are wrong in stereotyping the products of today's library schools because they all possess MLS degrees. It is more important to examine individual degree programs and the actual expertise acquired; in short, do not judge the book merely by its cover.

Criticism by those concerned about the future of rare book librarianship

cannot be aimed solely at the library profession. Special collections departments traditionally hire subject area specialists, and increasingly, the terminal degree (the doctorate) or at least a subject area master's in addition to the MLS is needed to compete in today's difficult employment market.¹⁷ The mere proliferation of degrees, however, may not result in the competency or blend of skills and expertise sought by either rare bookmen or library administrators. The latter have complained, in fact, that subject area doctoral programs often prepare candidates for such specialization no better than does library education. Some bookmen seriously question whether such a vocation can be learned in formal education, no matter what the nature of the program. According to Ray, "If the trend toward scholars as rare-book librarians continues, a decline in the activity of rare-book libraries may be expected."¹⁸ Supporters of this position rail against the "gentleman librarian" tradition as much as against the advent of the information manager as library administrator; they see the collector's instinct as fundamentally important. They believe it is as much an issue of personality and disposition as education, i.e., that bookmanship cannot be taught, but "must be lived."¹⁹ The apprenticeship approach to which they subscribe has its own set of problems due to a basic incompatibility with professionalization and the usual arguments over practical training and theoretical education. Bookmen may train dealers, subject area departments in graduate schools may educate bibliographers and historians, but only graduate library schools dare try to produce the hybrid called the "rare book librarian." Consequently, the bulk of criticism from all angles, bookmen and dealers, bibliographers and historians, and private collectors and institutional administrators, is aimed at library educators and their attempts in the rare book field.

A similar problem, more easily observable in professional literature, involves archival education in library schools. It is an interesting parallel phenomenon, because archivists whose interest centers upon historical and literary manuscripts rather than official records are usually close allies of rare book librarians, and their educational needs are similar. Archivists, however, are concerned, with ample cause, about non-archivists training future archivists; they too have attacked the insistence by library administrators on the MLS degree for archival positions in libraries, when only one-third of today's library schools have any capacity to educate archivists *per se*.²⁰

In either case, a student's MLS program may be totally deficient or irrelevant. Both archivists and special collections curators find themselves in programs which increasingly force them into studies associated with the new librarianship and information science, where they are minorities; and

with typical minority feelings resulting from discrimination, real or apparent, they resent the fact that the majority of today's library school graduates are not even remotely conversant with rare books and manuscripts or repositories which care for primary resources. Some of the most severe criticism of library schools comes from their own graduates.

Most of the incriminations are based on personal convictions and experiences, and they do little to explain the problem in library education or to suggest solutions. Let the polemics end and a dialogue begin in order to restore relations among all concerned. If too many feel that rare books and special collections lie outside the mainstream of librarianship, the place to alter the polarization of this specialty and library science in general is in our library schools. To create a better understanding of the role of rare books and special collections in modern librarianship, the focus of education should be balanced between training the specialist to work in his/her specialty and serving libraries and their long-range commitment. Rare book librarianship (perhaps the rubric "curatorship" is more comprehensive in embracing archival concerns) has lacked consensus on main issues, objectives and types of training desirable in any educational program; good teaching materials are lacking; and as traditionally taught, the field when dominated by a "collecting mentality" fails to stress the theoretical concerns of bibliography, to integrate bookmanship into collection management, and to engender a sense of mission, purpose or professional goals.²¹ The snobbery, or in the opposite vein, hobbycraft, associated with rare book librarianship by those outside its purview has been damaging indeed at a time when libraries cannot afford to flaunt elitism.²² Private collecting is not the same as institutional collection development. Rare book librarianship is not a practice which looks only backward, because its central concern is the future care of the past. Nor is it elitist except in the public interest. Almost paradoxically, it is conservative *because* it is progressive in its desire to safeguard for future generations the heritage of books and printing when technological innovation is marking the twentieth century as the end of an era. Rare book librarianship in this view is the training of custodians for the ongoing and future care and historic preservation of today's bookstock and libraries to prevent catastrophic loss by a rational transition to new forms of communications and information transfer. It is above all humanitarian, resourceful, and therefore central to librarianship and critical to the future of bibliographic and historical studies in the arts and humanities.

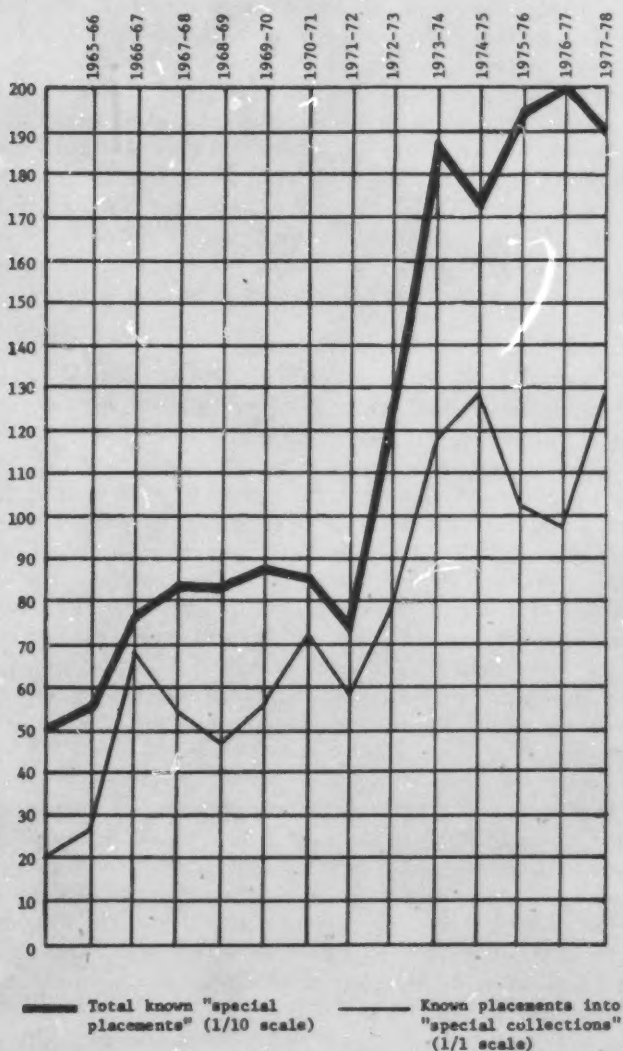
If librarians realize that the books and materials now in their care will eventually pass to the custody of rare book curators and special collections (assuming that massive destruction is avoided), then the chances for

upgrading education in this field may improve. Now, however, rare book librarianship is generally perceived as a demanding and hence costly specialization with limited career opportunities and mobility, and little direct consequence for librarianship in general. Nobody is optimistic about the growth of employment opportunities for librarians in rare books per se or in the few national shrines of the book, but opportunities are easier to identify in the broader context of special collections. It is difficult to characterize the present job situation, since there is no placement service for rare books and special collections, nor any manpower studies for so small a group. There is not even a single cohesive professional association for rare book librarians.

THE INVESTIGATION

Statistics of known placements of library school graduates based on returns from schools reporting to surveys in the *Bowker Annual* are not totally reliable indicators for specialty fields. Methods of reporting have varied over the years, job categories have changed, and school placement offices overall know about the job-hunting success of less than half of their graduates. Nevertheless, comparison of the special placement data from 1965/66 to 1977/78 does reveal some significant general trends. Placements in special collections amount to an average 6% of all known special placements (government services and all "special" types of libraries), as documented in Appendix A. Figure 1 depicts the relationship between placements in "special collections" (manuscripts and archives, historical agencies, art and museum libraries, bookstores and the book trade, genealogy, and rare book libraries) and all "special library" placements. It shows that more library school graduates than ever before (an average of 75 each year) now secure employment in the special collections field. Moreover, opportunities in areas related to rare books seem to be increasing as more openings occur in special libraries of all kinds, and special placements are an increasingly large portion of each year's total known placements. This is interesting because past polls indicate a continuing decline, from 1972 onward, of placements into academic and research libraries—a gloomy forecast for would-be rare book librarians. Yet most placement officers polled in 1975 by Learmont and Darling predicted improved opportunities in academic settings as opposed to anticipated leveling in school and public librarianship. More recent placement statistics seem to support the latter view and point to a small but fairly stable or even modestly expanding job market in rare books and special collections.²³

FIGURE 1. RELATIONSHIP OF PLACEMENTS IN "SPECIAL COLLECTIONS" TO KNOWN "SPECIAL PLACEMENTS"



Despite evidence generated by library schools themselves that the field of rare books and special collections is not in a state of declining job opportunities, as commonly asserted, most schools are wary about developing any true specializations in rare books within their curricula. Most schools provide only general backgrounds in historical bibliography (the history of books and printing), library history, and perhaps something about rare book librarianship by way of appreciation, but they make no pretense of training curators or bibliographical specialists of any sort. Genuine educational opportunities for specialization may therefore not be plentiful in either library schools or traditional historical and literary education. In any case, current trends in library education deserve closer examination than merely a listing of available courses, and the problems of quality education for rare book librarians must be placed within the context of what is happening to historical coursework in general in today's library schools.

The 1971 survey of Bowden identified those library schools offering training in rare books and special collections librarianship, or at least courses in historical bibliography, but did not provide enough detail to evaluate curricular design, program integrity, or current trends. Bowden's findings showed that 42 responding schools (of 53 surveyed) featured varied programs from single- to multi-course offerings related to rare books and historical resources.²⁴ Of these, 37 schools taught historical bibliography in one form or another, but few claimed to train rare book librarians. Seven offered advanced bibliography courses (entitled analytical, critical, descriptive or rare book bibliography), and another seven regularly offered "rare books" courses as such. Four others had similar, irregular offerings and several had distinguished scholars and bookmen as faculty, but instruction was provided mostly by adjunct appointees. Few full-time tenure-track faculty taught courses other than surveys in book history.²⁵

Most of the schools had rather contrived programs, that is, they indicated a willingness to mold whatever potentialities were available into an individualized program to meet a student's interests. Only three library schools had prepackaged programs for students interested in rare books or bibliography: Columbia University, the University of North Carolina, and the University of Western Ontario. Other schools, like the universities of California-Berkeley and Chicago, presented better opportunities for such specialization than their faculties would admit. Plans were announced for curricular reform at the University of British Columbia and Université de Montréal which would make additional courses available and thereby improve their capabilities in this area. The only fully articulated specialist program described by Bowden was that of UCLA, a certification and

advanced studies curriculum in "Rare Books and Manuscripts." The study revealed an uneven curricular development in library schools regarding historical sources and a variety of opportunities, but it also showed that some attention was given to this area by most schools, and that students could carve out relevant specialties in several schools.

In 1976-77, when the University of Maryland College of Library and Information Services (CLIS) was considering its advanced studies curriculum for archives and records management, rare books and historical manuscripts, scholarly editing and publishing, and reference and research services, a further study was undertaken. This included examination of all accredited library schools' published graduate catalogs and brochures, and their available self-study reports prepared after 1973 for visiting ALA accreditation teams. The initial inquiry about course offerings, stated program objectives, faculty strengths, and support resources was expanded to include a more detailed analysis of staffing, enrollment trends, possibilities for individualized programs, and plans for future development. This ongoing research made use of the current *Directory of the Association of American Library Schools*, multiple in-house publications, course syllabi and descriptions, reserve reading lists, and private correspondence, as well as visits to a dozen schools. Finally, this was followed by a complicated, extensive questionnaire survey which attempted to sample a variety of data and opinions, and to update the information gleaned from documentary sources. The results of this effort not only influenced efforts at Maryland, but revealed trends and characteristics of library education which are of general interest to library educators, but especially to those concerned about modern educational opportunities which do not exclude the past in preparing for the future. Moreover, although the initial data were gathered through 1976-77, conclusions based on this information remain relevant because in that academic year library schools reached their apogee in staff development, enrollments and curricular expansion. The recession has curtailed this growth, limiting possibilities for library schools to improve radically such low-demand specialties as rare book librarianship. The 1976-77 situation may have deteriorated instead.

Of the 64 ALA-accredited schools, 45 (70%) responded to the survey. Six returns were too sketchy for use, or were answered by letter, so that the exact information wanted was not provided. Whenever possible, deficient returns were completed from information gathered from the school's most recent publications (mainly post-1975 catalogs). Most of the data provided by this questionnaire are included in condensed tabular form as appendices indicating documentation; the size of the average graduating classes, the size of the faculties and the ratio of full-time to part-time and visiting

appointments; the kinds of degree and certificate programs offered; and the courses regularly offered by each school which fall into the following categories: (1) historical foundations or basic introductory coursework; (2) specialization courses which build upon the former and are devoted to rare books, manuscripts and special collections, including archives and modern records; and (3) support electives which would allow students to expand a core of foundation and specialization courses stressing historical materials. The choice of these courses was somewhat arbitrary, but excluded were commonplace offerings designed for a specific clientele (children, young adult, adult, aged and disadvantaged, etc.) or for a type of library (public, academic and research, school, or "special," e.g., government, business, science/technology-oriented, etc.); basic components of most curricula, such as cataloging, reference, subject area reference (e.g., arts and humanities, social sciences, sciences); and introductions to automation and administration.²⁶ Such courses can be highly valuable for rare book librarianship, but were omitted in this study as they are now universal ingredients of ALA-accredited programs.

The objective was to identify schools with offerings beyond the norm which pertained to historical materials, primary sources, and collection development. Thus, the survey's focus was on a curriculum's historical foundations: courses such as "History of Books and Printing," or a similar variant ("Books and Publishing," for example), the "History of Libraries and Librarianship," or any courses combining the subjects of books and libraries were sought. Specialization courses listed in Appendix B were limited to "Rare Books," "Special Collections," "Archives," and "Modern Manuscripts."²⁷ Support electives stressed: (1) advanced courses going beyond historical bibliography, such as codicology (the manuscript book), and descriptive, analytical or critical bibliography (the printed book); (2) introductions to publishing and the book trade, or book design, as distinct from general coursework on selection, evaluation and acquisitions; (3) coursework expanding the institutional framework of archives and library history, such as studies in comparative or international librarianship; and (4) specialized technical services germane to special collections, such as conservation and preservation, reprography or micrographics, and the handling of nonbook, media and "special" materials (e.g., prints, artwork, realia and memorabilia, slides, kits, tapes, films, music, etc.), particularly if such coursework included materials commonly found in special collections.

Other courses in subjects such as museology, local records, and editing were sought but not found in library school curricula. Irregular offerings pertaining to this investigation included courses in art librarianship,

printing, library education, public relations, grantsmanship, book illustration, book collecting, genealogy, oral history and similar topics which were treated either sporadically or in dedicated courses. There was little to indicate that curricula were expanding through the development of courses focusing specifically on historical materials. Instead, library schools tend to treat the above subjects as interesting but peripheral concerns.²⁸ Unless a course was offered with regular frequency (i.e., once every two years for two-year degree programs, or annually for one-year programs), it was not considered a stable component of the curriculum. Highly irregular courses, i.e., one-time summer offerings, guest seminars, etc., were therefore not included in this study.

Twenty courses were surveyed and each was assigned a generally appropriate title; respondents were asked to supply the specific title of the course at their school especially when a variant indicated a major difference in scope or orientation. In all cases, six kinds of information were solicited: (1) variance in titles; (2) course status (required or elective); (3) course frequency (irregular, one to three times annually, or continuous); (4) average class size; (5) enrollment or interest trends (decreasing, stable or increasing); and (6) predominant format or teaching method characterizing the course (research seminar, reading colloquium, lecture survey, or a combination).

The information provided from this survey proved significant, not only because curricular development in 1976-77 seems to have reached a plateau, but also because two other independently conducted surveys interested in similar information make possible comparison of data for the same academic year. One, by Antje Lemke of Syracuse University's School of Information Science, reported in 1977 to the American Association of Library Schools about "alternative specialties" in library education.²⁹ She maintained then that 22 schools offered specialization in rare book librarianship. The other, by Paul A. Winckler as chairman of the American Printing History Association's education committee, was based on a 1976 survey of the 157 instructors he identified in the AALS *Directory* who taught history of books and printing courses.³⁰ Although the APHA study had only a 31% return rate (50 questionnaires), it provided useful information because of its detail. It investigated courses related to rare books which were available to library school students but outside the school's program per se; museums and rare book repositories used for field studies, internships, and demonstrations; visiting lecturers; types of instructional materials and media used; major textbooks; forms of examination; and a sampling of responses from student evaluations of coursework and from the faculty teaching in the field. This survey, however, does not attempt to

place historical bibliography in the whole of library education. Nevertheless, despite major differences in purpose and design, these surveys complement each other. There are discrepancies in the data, noteworthy because all three describe the status quo in 1976-77, yet a comparison of the conclusions of all three studies reveals a general consensus. Thus, the following description, based primarily on the Maryland study, can be corroborated.

As Appendix B indicates, 13 schools now offer a "History of Books and Libraries" course, and some of these extend this general survey with more advanced work on the same subjects; 47 schools have less general courses on the "History of Books and Printing," and 27 teach the "History of Libraries." The scope and design of these courses vary considerably (see Appendix C).

Current enrollment figures show that library schools still have more students taking historical bibliography than library history; however, the main focus of the historical core in library education has traditionally been library history rather than historical bibliography, in order to provide an institutional component in the professionalization of library school students. Leading spokesmen like Jesse H. Shera, Louis Shores, and others see a traditional nexus between history and librarianship as especially germane to the formation of an underlying philosophy or theory of librarianship.³¹ Consequently, one might be surprised to find more students studying books and printing than libraries from the historical perspective. Although enrollments have now stabilized, the percentage of students taking historical coursework has been declining steadily since a brief recovery in the late 1960s coincident with the dramatic growth in overall enrollments. Historical courses are now totally elective, although 38% of today's accredited schools once (mainly before 1968) required at least one historical foundations course. Now, assuming that no student elects more than one historical course (which is not the actual case), only 24% of library school graduates are exposed to the rudiments of historical bibliography and/or the institutional history of their profession.

It seems that eloquent defenses of exposure to library history in library school are no longer effective. Historical foundations are attacked, especially from the viewpoint that such coursework must be relevant, meaning applied in a social science persuasion, although "relevancy" is seldom well defined.³² The dismantling of the historical foundations requirement in library curricula in the late 1960s and the current lack of regard for historical studies, have had grave consequences for enrollments in history courses in library schools. The following graphs and related data in

Appendix D illustrate the trends since 1965-66, comparing enrollments in historical coursework with the total numbers of graduates from accredited library schools.³³

Only 18 schools have regular offerings in "Rare Books" or "Special Collections" librarianship. Here again, the statistics are somewhat surprising, because library schools now make available more courses on archives and manuscripts (37 in all) than on rare books. Moreover, archival courses have larger enrollments. Consequently, about 592 students per year (9% of library school graduates) are introduced to archival operations, while only 216 (3%) have any familiarity with rare book collections. Possibly because more schools offer courses in advanced bibliography (as distinct from subject area reference) than curatorship (22 compared to 18), more students (264/year) enroll in the former rather than in rare books per se. However, the combined enrollment of these courses still represents a minor fraction (7%) of the total student body. In most cases the same students enroll for both courses, so that only about 3% of today's graduates could have even two-course minors in rare books. According to faculty perspective, the average enrollments in both rare book curatorship and advanced bibliography are decreasing further still. Enrollment data and faculty observation, therefore, contradict previously stated conclusions based on placement data. Either more students are entering rare book librarianship with less preparation, or more students are specializing and thereby finding jobs, but are also taking most of the courses in historical and advanced bibliography as well as curatorship. That means both that it is optimistic to assume that even 3% of all graduates enroll in such courses, and that more courses are catering to fewer students. If this is the case, then rare book librarianship as a specialization is becoming increasingly costly for library schools, as these courses either exclude or fail to attract the general student.

Data on student interest in other support electives are equally enlightening because enrollment in this category is slightly increasing, especially in technical services. In 1976 conservation was not widely taught in library schools; only six institutions had regular offerings. By 1978, 17 schools had some kind of offering in conservation.³⁴ Many of these are sporadic or have not yet matured into approved graduate courses, still hidden under special topics rubrics, directed studies, or summer workshops. Workshop or laboratory facilities are lacking in most cases, and without bench training, few internship possibilities exist. No school yet claims to be able to educate a library or archival conservator, and the field, while emerging, is still in a basic awareness stage. The growing status of this field, however, is impressive. Moreover, the 1976 enrollment figures reveal that enrollment in

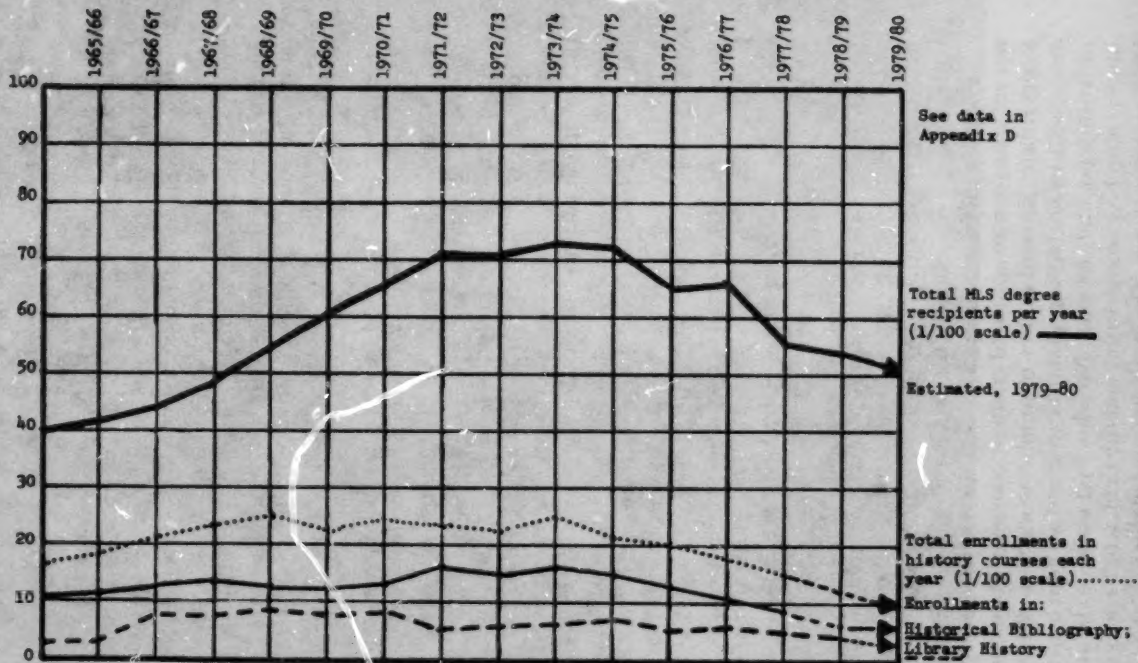
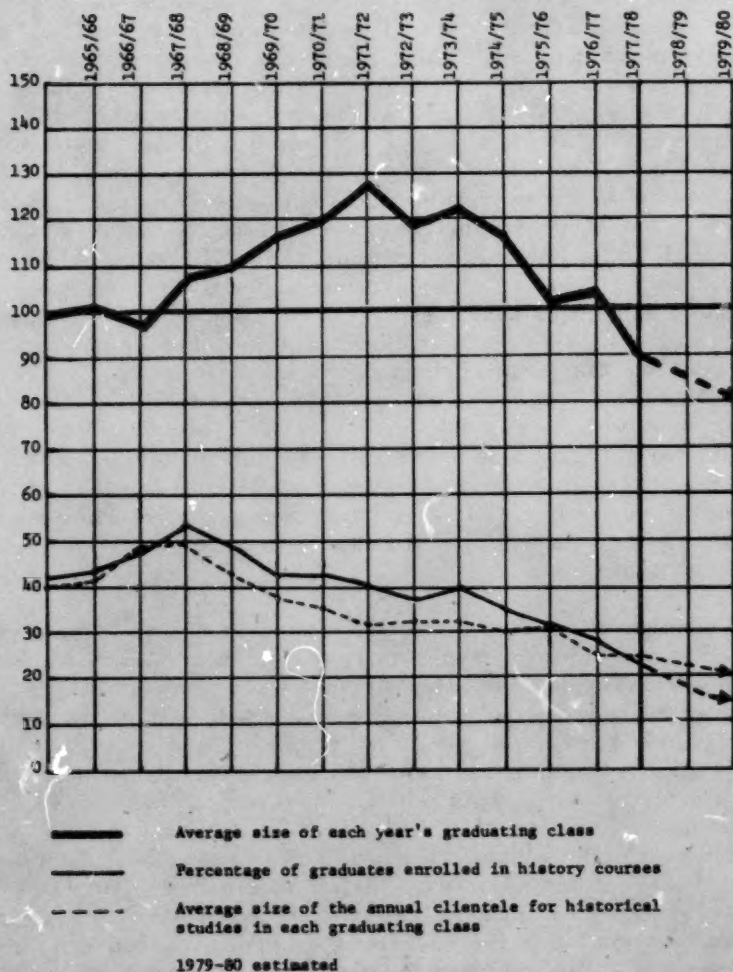


FIGURE 2. HISTORICAL COURSEWORK IN GRADUATE LIBRARY SCHOOLS: TOTALS

**FIGURE 3. HISTORICAL COURSEWORK IN GRADUATE
LIBRARY SCHOOLS: AVERAGES**



conservation courses is considerably greater than in rare book studies (an average of 19 compared to 12, per class). Reprography, like conservation, draws reasonably well where it is offered (9 schools, averaging 19/course), and both are increasing in popularity. Like education in nonbook or special materials, these courses attract students outside the archival and historical collections specialties, from the growing area of "special libraries." Although both these technical courses are highly germane to archives and special collections librarianship, there is no direct correlation in terms of course offerings; the availability of courses in rare books or historical bibliography does not automatically mean that conservation and reprography are taught in the same program. Curricular planning and development is not yet that coherent, and this situation is reflected in the cautious stance of most schools in qualifying whether they offer a true specialization in rare books. In addition to nonbook materials courses (offered regularly by 24 schools with average enrollments of 20/course), which may not always support a rare books specialization if they cater to school librarianship interests, other increasingly important courses offering possible support for rare book librarianship include "Publishing and Book Trade" and "Comparative or International Librarianship" (each is offered by 29 schools); the former has higher average enrollments (21/course compared to 14/course; total annual enrollments average 609 and 406, respectively).³⁵ This is in keeping with the contrast between book and library studies in the historical component; librarianship and libraries, whether studied historically or comparatively, are topics which do not attract as many students as do historical bibliography, printing and publishing studies.

In addition to the generalizations already presented, there are several interesting trends to note in comparing enrollment over several years. They help to explain why library schools train few rare book librarians of excellence, and illustrate further that bibliographic studies are a minor part of library education today. First, the historical foundations courses identified in this study, which suffered severe enrollment drops when they were removed from degree requirements, underwent a slow erosion despite the increase in the number of library schools and the total number of students in library education through 1976-77. Consequently, the historical component in most curricula has become a smaller part of the whole program; each year that enrollments increased in library schools, the fraction of graduates exposed to books and libraries beyond their immediate chronological and geographical experience has grown smaller. Historical courses may have held their enrollments with only small declines after 1976, but the disparity between history and total enrollments has thereby become greater. This presumably has resulted in a loss of resources,

prestige and political influence of the historical component in any faculty or program. The impact of the recession and the decline in overall enrollments in library schools since 1976 can be expected to further the deterioration of the relative position of historical studies in librarianship, because while enrollments in these courses failed to expand with total enrollments before 1976, they have contracted since then with the dramatic decline in total library school enrollments.

A comparison of average class sizes in accredited schools reveals that historical foundations courses, retaining their character as general surveys, average 20/course. Specialization courses like rare books and archives average 14/course, and the 6 support elective courses surveyed averaged 17.5/course. Bibliography classes are now among the smallest in library schools. Moreover, subject area reference courses in the arts and humanities now draw smaller enrollments than those in the social sciences, and growth in the latter has allowed for greater specialization, with separate courses for legal and business librarianship and government documents. Religious or theological librarianship has crystallized into a separate course when special interest groups are present, as in church-supported institutions; otherwise there are only general "arts and humanities" literature and research courses offered. The greatest specialization has been the combination of art librarianship with museology, or the separation of music and performing arts from fine and applied arts. Specialization within the humanities is nonexistent. None of these growth areas seem to support rare books and bibliography, except perhaps "Government Documents" or "Government Information Systems," which is the most popular course surveyed. This subject tends to support archives more than rare books, but because the former relates to "special libraries" it has some things in common with special collections. It attracts over 1200 students annually, or 16% of the total enrollment, and all respondents to the CLIS survey agreed that interest in government information, both for general background and as a specialty, is increasing.

Of the courses surveyed, the second most popular was "History of Books and Printing." However, its annual enrollment averages less than three-fourths that of "Government Documents." In general, all courses specializing in rare books and special collections, or those electives which are humanistic in content rather than technical, are declining in enrollments. Comparison of course enrollments, rather than the number of courses offered, reveals the problem confronting the humanities in modern library education. When the context is considered, it is not surprising that the rare books field is in jeopardy. The situation does not warrant the strained optimism reflected in the conclusion of the APHA report:

This survey did not reveal any unusual or unexpected results. Much of the data revealed what many library educators already knew (i.e., that the humanities were in decline within library education), but this response may help to reinforce these observations (in appendix) and provide some factual data. The concern of teachers in the area of books and printing were evident and especially as it relates to a job-oriented student body. However, the survey also revealed a positive and hopeful attitude that courses in the history of books and printing are worthwhile, enjoyable, and informative, and definitely worth continuing as part of the humanistic and cultural aspects of library education.³⁶

Accompanying this acknowledged declining status of rare books and related coursework is the problem of focus and integrity of those courses being offered. The field may not be phased out of library education, but if it survives as an esoteric, minor concern, the mediocre level of its instruction, resources and curricular support may be more harmful than good. This is precisely the issue raised by those who assail the MLS requirement for fields not supported well in library education. Both "History of Books" and "History of Libraries" courses are being pulled in two directions simultaneously because of their dual roles in many curricula. Although no longer required, they are still perceived as service-oriented courses which provide general intellectual foundations for the profession and a comprehensive view not achieved in other presentations. Consequently, though they are free from the requirement status, they sometimes remain shackled to the introductory level in order to attract a minimum number of students. Enrollment figures show little potential for instructors to elevate these courses to a higher level (which, if such a move resulted in further decline in enrollments, might jeopardize the course's continuation). Because of pressure to appeal to a nonspecializing clientele and of the deliberate design of some courses as general electives, these courses are less valuable for a specialization in rare books and special collections than they should be. Few "History of Books and Printing" courses have emerged as genuine research seminars or even reading colloquia, as graduate work in history, art history or literature, with which this area is commonly compared (rather than other professional programs like education, journalism, etc.). Basic historical courses in library schools can be trapped in an academic limbo as undergraduate surveys with graduate credit. Such courses too often do not meet the standards of graduate study offered at the same level by other academic departments. Nor do they seem to satisfy the requirements of the employment opportunities in rare books and special collections, if the criticism of bookmen, dealers and administrators is to be taken seriously.

A majority of respondents to the CLIS survey (50%) claimed that coursework in library history was taught as a combined seminar/collo-

quium/survey; only 10% described them as reading and discussion colloquia; but 30% regarded their institutional courses strictly as surveys taught through lectures. Likewise, 60% of all respondents see historical bibliography coursework as combining all methods; 27% of the faculty lecture predominantly, while the remaining 13% were divided between colloquia and seminar strategies. Most graduate curricula in academic disciplines rank courses by format and teaching method as well as by objectives tailored to specific clientele, in ascending order of difficulty and prestige from lectures to readings and colloquia and finally to research seminars (where students are expected to engage primary materials and pursue self-directed study under the tutelage of a master scholar). However, historical courses in library schools seldom mature to these levels.³⁷ In-depth education is sacrificed for breadth in most MLS programs. Without the necessary enrollment base to layer offerings in the same field, or time to sequence courses in ascending order of difficulty and mastery, the goals and orientation of historical foundations courses in library schools remain in the survey format. Faculty may try to accommodate advanced and specialized interests by embedding minitutorial projects into the lecture courses. Nevertheless, the failure of the seminar model to take deep root in library education partially explains the low level of historical research and scholarly productivity in librarianship's attempt to generate its own history and philosophy. It also indicates a major difference regarding specialization in bibliography and historical materials between library curricula and subject area disciplines, and suggests why faculty in the latter often do not respect the academic integrity of library school offerings.

There are serious implications in the foregoing generalizations beyond specific rare book concerns. There often cannot be much specialization in the normal MLS program, and if research methodology and familiarity with original materials are undeveloped at the master's level, they must be reserved for doctoral studies. This division in emphasis increasingly stereotypes the MLS as a practitioner's degree and the Ph.D. as a research degree (as if applied research were impossible); and, of course, the DLS is seen largely as an administrative degree with some pretense to applied research.³⁸ The implications are that qualified rare book librarians normally will not be produced in one-year MLS programs, and that the few who do matriculate to doctoral studies may have to undertake remedial research and methodological work as part of their studies. It is not accidental that the importance of historical research in library school dissertations is steadily declining. This is not just a matter of changing interests; rather, historical research methodology, with related language skills and ability in textual criticism, is being undermined by simpler research strategies, such as letter surveys, borrowed from the social sciences. Moreover,

there is a noticeable trend toward reporting which does not require such sophisticated stylistic or composition skills, and quantification is sometimes more faddish than necessary. Finally, there is evidence that dissertations on historical subjects take considerably longer to complete than nonhistorical analysis or methods embracing fewer humanistic objectives (which tend to complicate matters), and the employment of statistical measurements often lacks analysis free of jargon.³⁹ Consequently, the problem of the declining emphasis on humanities in library education is all-pervasive, especially when one confronts the subjective issue of quality related to quantity. The sheer number of courses offered in book and library history is a poor indicator of what is really happening to the field within librarianship.

A random sampling of reading lists, syllabi and course descriptions supplementing terse catalog entries, coupled with Winckler's finding that the dated textbook of Douglas McMurtrie is still the most frequently used text in historical bibliography courses, reveals little to suggest that historical courses in library education are being upgraded. There are some notable exceptions, and a few schools are attempting to resolve the problems just described by considering longer programs, which would make possible courses more advanced than the customarily introductory "History of Books and Libraries." Some courses have been kept at the survey level, but have expanded into two- and three-term sequences. Other schools have narrowed the scope of single-term courses to make them less discursive, i.e., "Library History" has been limited to the "History of American Libraries." Invariably, when the scope is contracted for the "History of Books and Printing," "present-ism," however fallacious historiographically, dictates content. The resultant revision is usually at the expense of the manuscript period and a truly historical examination of twentieth-century developments. Although recent book history can be included in "Publishing and Book Trade" courses, such coverage in current coursework is not very historical or documentary. Several schools have experimented with variations in packaging such courses, and irregular offerings include the "History of Publishing" apart from printing, the "History of Magazines" as distinct from books, and a proliferation of smaller period courses, such as "Manuscript Books" from the medieval period to ca. 1550, the "Hand-press Book" to ca. 1800, and the "Machine-press Book" or "Modern Book" from 1800 until the present. Of course, the last category now needs further revision; with the 1980s, a new rubric for the modern, nontypographic book needs introduction in order to accommodate recent technological changes in the industry, such as massive conversions to photocomposition and computerized printing, holography, laser applications, and more. In any case, the technology of book production, dissemination and consump-

tion, as well as the socioeconomic context of a book's lifespan, tend to be ignored in survey courses which have no time to enter subspecialties within the larger topics. Offerings vary in terms of focus, content, historical perspective and sophistication to such an extent that any generalization about them is difficult to defend.

Likewise, any qualitative evaluation of current coursework is so subjective that generalization seems unwise. Historical courses with philosophic overtones, often forced to balance generalist and specialist concerns, are especially difficult to characterize. It is possible to offer the following observations, however. Too many of the courses surveyed overuse textbooks and fail to introduce students to the best literature available; several texts in use and standard lecture themes contain undigested pabulum unfit for intellectual consumption. Reading lists tend to be conservative, relying on a limited corpus of so-called authorities, with little selection from cognate subject areas, so that the history of the book is not placed adequately within the context of history in general. Also, because of enrollment problems and decreasing language and composition preparation among graduate students, faculty often bypass the best literature if it is accessible only in French or German, and students do not develop the skills necessary for them to contribute to the literature at a later age. The Anglo-American tradition is overstressed, without adequate long-range vision or historical comparison, and many of the dicta in both historical bibliography and library history have become clichés which need critical reexamination. Finally, the majority of students who elect only one or both of the foundation courses may still lack appreciable contact with primary sources. Reading assignments consist largely of anthologies, and there is an overreliance on brief demonstrations, field trips, tours and "show-and-tell" presentations, all valuable in their own way, but no substitute for disciplined investigation using primary documentation. Many faculty make excellent use of area facilities, as the APHA study shows, but excursions to off-campus sites must be well integrated to be pedagogically sound. Faculty also use a great variety of audiovisual aids in their teaching; slide collections and facsimile editions are useful, especially when supplemented by exposure to the items themselves. Selection of commercial resources in historical bibliography and the history of archives and libraries is limited, however, and there are few films which compare, for example, with the deservedly popular but technically poor *The Making of the Renaissance Book*. Time constraints on faculty and the lack of instructional resources, either aids or funding to produce or rent them, prohibit great improvement in this area. Such innovations as the FID-sponsored international reserve collection of course syllabi, descriptions, and instructional materials may at least help with the exchange of ideas among

faculty. Nevertheless, time constraints, work load considerations, predominant catering to generalist rather than specialist interests, and the overall declining status of the humanities in librarianship plague courses that are most germane to rare book librarians and other curators. Too many courses, upon close inspection, do not aim at true scholarship, but only at basic awareness.⁴¹

If such courses, because of the aforementioned problems, are not as valuable as they should be for those few specializing in rare books and bibliography in our library schools, can one be optimistic about future improvements in this area? Such a question can be answered only by looking at faculty and staffing characteristics and determining whether current restrictions can be removed. Two approaches were used to obtain information about faculty and curricular design (beyond the examination of separate courses). First, as with the APHA study, the AALS directories were reviewed to discover current faculty interests relating to the subjects with which this study was concerned (see Appendix E). Second, directory listings were compared with catalog descriptions and the most recent data produced by the CLIS questionnaire, which devoted four of its ten categories to faculty characteristics. Respondents were asked to provide for each of the 20 courses surveyed: (1) the name and status of the instructor (part-time, full-time, or visiting); (2) faculty rank (lecturer or instructor; assistant, associate or full professor; or adjunct appointment with or without specific rank); (3) the instructor's highest degree or combination of degrees (MA, MLS or equivalent; DLS or Ph.D.; or "other" for European credentials); and (4) the instructor's subject specialization. The last question was unclear and some respondents listed the field in which the terminal degree was awarded, while others specified current research interests. Despite the necessity of discounting some returns and substituting data from the directories and catalogs, a general picture of faculty characteristics was reconstructed. These are described in Appendix C, along with an annotation about each course and specific data on the number of schools offering it, average class size and annual enrollment, and an estimate of an enrollment trend.

Several observations about the composition of library school faculties bear directly on the controversy surrounding their capacity for rare book librarianship training. The most obvious fact is that library schools are small affairs compared with university programs in history, art history, or English studies. Without large undergraduate enrollments to swell the ranks of their graduate faculty, full-time appointments (FTA) are few; ALA-accredited schools in 1976-77 ranged in FTAs from 5 to 22, but the average was only 11.1. Faculty size is augmented by an unusual reliance on part-

time appointments: while the average FTA was 11.1, the average graduate class was 103 students. Hence, the average faculty/graduate ratio was 1/9.28, but the range was from 1 FTA/3.75 FTE (full-time student equivalent) to 1/25.71. International Federation of Library Associations (IFLA) standards (1976) recommend a ratio of 1/12 or better. A comparison of those schools with more than 10 FTAs and those with average graduate classes of more than 100 degree recipients (see Appendix F) reveals that most schools with larger faculties and student bodies, which might be expected to offer greater specialization, have less than ideal faculty/student ratios.⁴² The post-1976-77 decrease in enrollments has temporarily improved the situation, but such declines are usually accompanied later by cuts in support resources and faculty recruitment.

The discrepancies apparent in a ranking of schools by FTE/FTA ratio, on the assumption that more faculty contact per student is desirable in graduate studies, suggests problems inherent in the composition of library schools which will prohibit them from offering many specializations by themselves. Such data change from year to year, and the ranking in Appendix F cannot be used to compare one school with another. However, annual fluctuations are not likely to alter drastically the picture created by such ranking. There is an economy of scale operating in faculty development and ability to support specializations such as rare books. Generally, the larger the school and the greater its ability to specialize, the poorer is its faculty/student ratio. One could misconstrue the situation by concluding that larger schools therefore offer no real advantage over small schools, except that work loads within faculties are seldom evenly distributed: that is, larger operations have a greater capacity for internal flexibility, shifting larger student/faculty ratios to survey courses in order to offer upper-division, advanced courses with inverse student/faculty ratios. Faculty size by itself is a poor indicator of a school's ability to provide specialization; more important is the willingness of the faculty to shift course loads unevenly to make possible specialty courses with small enrollments. Several schools, however, have built larger faculties by deliberately not specializing; in that case, generalists must cover specialty courses. This seems to be true in several library schools, where generalists, because they have some background in the humanities, are expected to cover historical bibliography. Fewer schools have built their faculties by hiring specialists who are expected also to have enough breadth to teach the core, or general studies part of library curricula. Consequently, a simple procedure like ranking covers up a very complex situation. It is less hazardous to generalize that too many schools are understaffed, and that Canadian schools have achieved better faculty/student ratios (1/6.73 average) than have their American counterparts (1/10.96 average). Finally, although more than 150

faculty members have some teaching interest in historical bibliography and collections, it would be hard to find in any one school's faculty more than a single member whose research specialization is focused on primary resources, rare books or manuscripts. Consequently, library schools rely on their parent institutions for the proper context to develop such specialization.

Library education, like other professional schools, has struggled to remedy its staffing problems by resorting to adjunct or part-time faculty appointments long before the recession of the 1970s forced universities and colleges everywhere into what has been called the "rent-a-teacher" system. In 1972-73 there was one part-time appointment (PTA) for every four full-time faculty members in American four-year institutions, but by 1976 there was one for every three FTAs.¹³ In two-year schools part-time faculty now outnumber full-time, revealing a significant trend in higher education. Librarianship has always justified use of adjuncts, especially if they are reputable practitioners, on the premise that such relationships bond the schools to the profession and achieve a balance between the theoretical and the practical. However, the trend to supplement permanent faculty with adjuncts is subject to severe criticism because part-time appointees often do not have equivalent academic credentials, are not paid on parity with FTA faculty, do not receive equal benefits, and cannot fully utilize a school's instructional support services or contribute to the faculty's advising efforts. More important for special collections instruction, however, is that part-time faculty do not participate actively in a school's administration; hence, they have little influence on the governance of programs, curricular design and development, and long-range commitments of the institution. Because their appointments are outside the tenure system, their positions remain insecure, and programs without a minimal core of full-time faculty tend to be highly unstable. Consequently, studies basing their conclusions only on the current number of courses offered in books and printing or rare book librarianship are highly suspect.

Part-time instructors in some library schools have outnumbered FTA faculty three to one, far beyond the national norm. This practice has been criticized for its deteriorating effect on resident faculty development, and such ratios cannot be justified in terms of recruitment of expertise unavailable from full-time applicants. Library schools must admit that they overuse adjuncts to expand their curricula because of insufficient funding; it is a money-saving device which permits specialties which the school could not otherwise afford. Of the ALA-accredited library schools in 1976-77, 25 had a part-time faculty equal to or greater than the number of members who were full-time. Full-time loads in library schools vary from

four to six courses per academic year, whereas most adjuncts are usually hired to teach specific courses once a year or for summer programs. It can be assumed, therefore, that adjuncts teach one of every five courses offered in today's library schools. Moreover, using this same estimate, it seems that there are schools in which 40% of the curriculum is handled by part-time instructors. The average figures for staffing in ALA-accredited library schools in 1976-77 follow:

FTA total	Ave. FTA/ school	PTA	Summer PTAs	PTA total	Ave. PTA/ school	PTA/FTA faculty ratio
711	11.1	543	165	708	11.06	.9964 or 1/1

This ratio does not compare well with the overall national average of 1/4, or 1/3 for community and junior colleges. It may compare better to other professional schools, but the rare books and special collections concerns are more akin to academic disciplines in the humanities, where such overreliance on part-time faculty, especially at the graduate level, can be seen as scandalous. Regardless of one's viewpoint, the growing role of adjuncts in library school instruction creates problems in undermining the strong development of resident faculties and placing larger programs in the management of fewer professors.

This staffing peculiarity is especially significant for rare book librarianship and allied fields, precisely because special collections is both a minority interest and a specialization. Full-time faculty in library schools tend to dominate more general courses, while adjunct faculty often teach such specialization courses as those investigated in this inquiry. Ninety-five percent of all library history courses are taught by full-time faculty, nearly half of whom (46%) are full professors. In contrast, only 75% of historical bibliographic instruction is given by full-time faculty, and in such coursework junior faculty slightly outnumber the seniors. More library history is taught by faculty lacking doctorates than is the case for historical bibliography, but whereas subject area Ph.D.s are numerous among older faculty, doctorates from library schools are now more prevalent in historical bibliography. Thus, while rare book and research library administrative positions go to those with subject area Ph.D.s, who complain about the products of library schools, library schools now hire their own graduates and thereby perpetuate instructional programs which are criticized as defective. Such a trend cannot improve the relations between the practice of rare book librarianship and library education.

Specialized courses in rare books and archives are taught predominantly by part-time faculty, who are presumably full-time practitioners. This produ-

ces another oddity in staffing and in the relationship between library schools and this part of the profession. Half of all rare book, manuscript and curatorial courses are carried by adjuncts, but only 45% of instructors in rare book librarianship hold doctorates. This seems to contradict the general assumption about this field's scholarly character and to counter the arguments from previously cited critics who mistakenly infer that library schools have not had a rapport with the rare books field. If half of the courses in rare book librarianship are given by practitioners, then blame for the deficiencies in such coursework must be shared by those voicing such criticism. In the case of archives, 75% of all courses are contracted to part-time faculty, 84% of whom hold doctorates (mainly in history). Consequently, if full-time faculties are increasingly recruited from library schools, but faculty for rare books, manuscripts, and special collections are increasingly recruited as part-time faculty from subject area disciplines, the lack of integration of this field into the whole of modern librarianship is likely to become more severe.

Several courses considered in this study are listed in table 1 according to the percentage of full-time faculty offering them. In general, the less subject matter is institutional or library-oriented, and the more course content centers upon primary materials, advanced bibliographic research methodology, or specialized technology, the greater is the likelihood that the course is taught by an adjunct or part-time appointee. This observation does not reflect on the integrity of such coursework, but has implications for the survival of rare books and special collections training as an integral part of library education in terms of resources, regularity of classes, and long-range, stable program development. Rare book education usually revolves around the efforts of a single faculty member, more often a generalist than a specialist, supported by one or two adjunct instructors. Weighted credit-hour considerations, funding and scheduling priorities, and current curricular expansion toward information science precludes the strengthening of faculties beyond this status quo. Curatorial courses therefore suffer from a lack of context or support from related courses, general support from core courses, and the political (hence financial) commitment on the part of most library schools.

Unlike most graduate work in history, art history or literature, the more a student specializes for the MLS or library science doctorate in rare books, archives, or special collections, the greater is the portion of his or her program which is taught by part-time instructors. This creates serious problems in advising, monitoring research, and tutorial work. Although practitioners can thus shoulder some of the blame for inadequate educational opportunities for rare book librarians, responsibility for the overall

TABLE 1. FACULTY APPOINTMENTS IN SELECTED
LIBRARY SCHOOL COURSES

<i>Course Title</i>	<i>FTA</i>	<i>PTA</i>
Resources of American Libraries	100%	0%
Publishing and Book Trade	95	5
History of Books and Libraries	95	5
Comparative or International Librarianship	90	10
Museum Librarianship	80	20
Government Documents or Information Sources	80	20
History of Books and Printing	75	25
Rare Book or Special Collections Librarianship	50	50
Reprography or Micrographics	50	50
Advanced Bibliography (Analytical, Descriptive)	37	63
Oral History	33	67
Archival Studies	25	75
Conservation or Preservation	25	75

integrity of their school's curriculum and standards, including the quality of part-time instruction, must be borne by the resident faculty and administration. Solutions to the problems discussed here are beyond the influence of adjunct faculty members; and as a specialty interest supported within a resident faculty by only half of the instructors involved in teaching in the field, rare books and bibliographic scholarship exists as it does only through the goodwill or begrudging tolerance of the faculty, or through the benefaction of a few deans with the lingering conviction that a historical and bibliographical background is still fundamental to library education. The APHA survey indicated that many faculty teaching historical bibliography see their courses as a counterweight to recent emphasis on computer applications, a defensive posture which reveals that their field is not vested deeply in the interests of the faculty as a whole. The most frequent justification for coursework in the history of books and printing found in Winckler's survey was its general humanistic background and perspective. Seldom was it valued as a discipline in its own right, or as the foundation for rare book librarianship as such. One respondent recognized: "It is totally different from most library school courses in its approach, depth, and scholarliness."⁴⁴ Forty-four respondents to the APHA survey emphatically disclaimed that their schools offered true specialization in the field; 6 schools admitted having such specialized programs, but only 28 master's and 7 doctoral candidates were so specializing in the 50 schools surveyed. It is unlikely under these circumstances, and with the continuing recession and poor employment market in rare books, that the quality of rare book training can improve or that historical bibliography will develop much beyond its present state in library educa-

tion. In fact, such training and scholarly endeavors may not survive there at all.

The last major concern of this investigation was to ascertain the current state of curricular design for programs which would accommodate training in rare books and special collections. The APHA study identified 11 schools with courses in rare book librarianship, and 6 with specializations. However, there are 18 schools which through 1976-77 offered regular coursework in rare book librarianship. These schools are listed below, ranked according to the number of regular courses in their curricula which fell into the three categories surveyed (foundations, specializations and support electives).

16 - Columbia	6 - Toronto
10 - Maryland	5 - Kentucky
8 - Montreal	5 - Syracuse
8 - Pittsburgh	5 - Western Ontario
7 - Chicago	5 - Missouri
7 - North Carolina	4 - Catholic
6 - SUNY-Albany	4 - McGill
6 - SUNY-Geneseo	3 - Drexel
6 - Texas	3 - Texas Women's

As Antje Lemke thought, this list suggests that opportunities for individualized programs in rare books are more widespread than previously thought, even though formalized programs are few. Ann Bowden's report had identified only seven schools capable of comprehensive training in this field (Drexel, McGill, Missouri, SUNY-Albany, Pittsburgh, Texas, and Toronto); some considered this assessment generous. Only six schools are identified in the APHA study, at great odds with the conclusions of the CLIS survey and that provided for the AALS. One reason is that the criteria for the different lists vary; both the 1971 and 1977 surveyors (Bowden and myself) excluded from their first lists several schools which lack a specific course in rare book librarianship per se or special collections, but which nevertheless offer enough coursework in historical and advanced bibliography, publishing and book trade, and library history to allow interested students viable opportunities to carve out coherent, respectable specializations. These schools, with the numbers of such courses offered, include:

7 - California-Berkeley	7 - Southern California
7 - UCLA	7 - Denver
7 - Illinois	6 - Minnesota

5-Case Western Reserve
5-Florida State
5-Indiana

5-Michigan
4-British Columbia

Schools with four or more specialty courses could allow their students to build major fields into their MLS programs for specialization, but concentrated work beyond this is not possible at most schools. Thus, as the Bowden and APHA reports indicate, the choice is small.

It is not possible to use such lists to compare one school with another, since such rankings can be deceiving. Packaging of coursework, term schedules, and expertise and standards of the teaching faculty all vary. Whereas some schools, like the University of California, offer year-long sequences (3 quarters) in historical bibliography, or, like Columbia University, two semesters in advanced bibliography, others offer these courses in a two-semester sequence, like the University of Maryland, i.e., historical bibliography every fall and analytical bibliography in the spring term. Several schools make available special workshops and institutes outside their normal curricula. The University of British Columbia, in addition to regular classes, has conducted a special summer course in England entitled simply "Bibliography"; it includes a tour of several of the world's most prestigious rare book repositories. The University of Alabama offers a five-week summer workshop in hand press printing and publishing at the Plain Wrapper Press in Verona, Italy. The University of Denver has an annual archives institute and an increasingly popular counterpart in publishing. Simmons College, Columbia University, the University of Illinois, and the University of Maryland now offer summer workshops in conservation. Other opportunities are developing continually, but such development is sporadic. Irregular special courses are not always accessible or economical. Finally, some schools have left in their catalogs courses advertised as current and regular, which are in fact dormant. Ann Bowden's survey revealed this about programs at Chicago, Kentucky, and Syracuse—schools identified here as potential places to study rare books. Hence, a caveat to interested students is to proceed with caution in selecting a graduate school for rare books training, and to be prepared to take advantage of unique opportunities which may be available elsewhere during the summer.

It is difficult to judge how well a library school is integrated into its parent institution, but this factor can be crucial in rare book studies, where subject area support is so necessary. One must consider the reputation of the university in related disciplines, and the extent of coursework outside a library school's program which can be applied to its degrees. University-

wide individualized programs are common for doctoral work, but most master's programs are restricted, sometimes to an outside or minor field. Nevertheless, 17 of 50 schools considered in the APHA study allowed library school students to take relevant coursework in history, art history, and English. Less understandable is the comment in the APHA report that 33 schools "had no such additional offerings open to library school students."⁴³ Schools which so limit outside coursework and do not offer at least four courses directly related to rare books cannot be considered for such specialization.

Intra-institutional programs are creating hitherto unavailable opportunities for specialization by combining two master's degree programs, instead of offering the doctorate as the only avenue to advanced studies. Several schools now have joint-degree curricula in which a student can earn an MA concurrently with the MLS; the degrees are awarded together after approximately two years of study. Such arrangements can distend the resources of a library school considerably and provide structure for otherwise ad hoc arrangements. Case Western Reserve University pioneered multiple joint-degree programs, with such disciplines as music for music librarianship, art for art librarianship, and history for archives. Both the University of California and Syracuse University have such arrangements with art history; the University of Denver cooperates with history and law; and Catholic University of America and the University of Maryland offer MA-MLS combinations with history. There are, of course, no instructional departments for museology, curatorship, rare books, bibliography, etc., but cooperative ventures with history, art history, and English or comparative literature are especially conducive to specialization in rare book librarianship.⁴⁴

Catholic University of America's program presents an interesting example of networking and resource-sharing to expand a library school's curriculum and potential for specialization. Although its main thrust is toward "Archival Librarianship," CUA has structured an advanced studies program supported by both its library school and history department. Coursework in each, along with the regular offering of "Rare Book Librarianship" by an adjunct, presents the mature student with unique options. Additional opportunities are provided off-campus through the school's role in the District of Columbia consortium (American, Georgetown, George Washington, Howard, and Catholic universities), and especially through a cooperative arrangement with George Washington University's doctoral program in American civilization. Although CUA does not offer a doctorate in library or information science, students can obtain MLS degrees from CUA while earning the Ph.D. from either CUA

or GW. The joint MA-MLS requires 51 credit hours (30 in library science and 21 in history) instead of the usual 66 if both degrees were pursued independently. A required core, consisting of five electives from the "History of Books and Libraries," reference, technical services, "Foundations of American Librarianship," cataloging, "Selection of Library Materials," management, and "Introduction to Computers and Information Processing," is combined with other fields for specialization. The main courses, however, are still rather general, conceived as courses in either types of libraries or types of materials; the only package of courses to use in conjunction with these electives comes from a cluster related to the school's archival program with the Smithsonian Anthropological Archives. The history component consists of "Historical Analysis" plus a single area of concentration (with two research seminars replacing the normal thesis requirement) in American, Latin American, medieval, or modern European history.

The CUA-GW cooperative program allows for an exchange of minor fields so that 24 credits from the MLS program apply to the preliminary requirements for the doctorate, and 15 hours from American civilization in essence form a field within the MLS program. Motivation for this venture may have been GW's earlier cooperation with the Library of Congress, whereby the latter provides special courses on Americana, advanced studies, and dissertation research. Such networking may appear fragmentary and difficult to monitor, and it does not build the strength of resident faculties and resources. It is, however, an innovative approach to curricular development which attacks some of the problems involved in providing subject area expertise within the context of library education. It utilizes area-wide resources in rare books and special collections, and thus augments a program that, within the school's capabilities, could not provide genuine specialization. It is contrived, but it is also a realistic approach to limited resources and costly specialization.

Of the single-degree programs in rare books, perhaps the best known is that of Columbia University, with its enviable laboratory facility, the Book Arts Press, plus unique resources in New York City. Columbia regularly offers ten relevant courses, several designed as seminars, and allows students to select from the university's graduate courses in related fields such as classics, history, and comparative literature. Another related field, the preservation of library materials, has been emphasized by Columbia through an HEW-funded institute in summer 1978 directed by Prof. Susan Thompson.⁴⁷ This is now generating a special course of study, being designed by Paul Banks of the Newberry Library, in the conservation of library and archival materials which promises to be a strong support for Columbia's rare books specialty.

Students electing to specialize in the rare books program at Columbia must take three required courses. In the fall semester, after completion of a six-week foundations course required of all students, the rare book specialists move on to the "History of Books and Printing" offered by Thompson, and "Descriptive Bibliography" taught by Prof. Terry Belanger. In spring, those students who qualify are accepted into "Rare Book Librarianship," which is practically oriented and is taught by Kenneth Lohf, Columbia's rare book librarian. In addition, most students take other courses germane to rare books, such as a second semester of "Descriptive Bibliography," which emphasizes the book arts. Topics like calligraphy, typesetting, printing, binding, papermaking, marbling, woodcutting, engraving, and etching are included. Students are tested on identification of 3 problem sets of 50 exemplars each for typefaces, bindings, and illustration techniques. Other related courses include "Preservation," a seminar on "The Manuscript Book," and "Administration of Archives." Noncredit courses in hand-binding and calligraphy have been available at Columbia since the late 1960s in the latter case, and the program is further enhanced by the many lecture series, organizational meetings, and graphic arts workshops in New York City. The school has an attractive lecture series featuring some of America's most distinguished bookmen, and occasional "special topics" courses have made effective use of adjunct instructors. For example, one recent offering focused on out-of-print and rare book acquisitions by the noted dealer Walter Goldwater. The bulk of Columbia's program, however, has been carried by resident faculty, distinguishing this school's efforts from several of the others already mentioned.

Another program of note, already described by Ann Bowden, is the UCLA post-MLS certificate of specialization which has been awarded since 1968. One of its six areas for advanced work is "Rare Books and Manuscripts." Although UCLA does not offer a course on librarianship for rare books, as it does for archives and manuscripts, and although its curriculum lacks some of the courses identified in this study as important support electives, its library school provides a wide selection of courses in library history, historical and analytical bibliography, and publishing and the book trade, and features a printing laboratory and access to fine special collections in its urban environs (i.e., the Huntington Library). UCLA also has a highly reputable faculty in history and literature upon which to draw, as the library school does upon the Center for Medieval and Renaissance Studies for coursework in paleography and codicology. Rare book and bibliographic studies can be pursued as a specialty in the second year of its two-year MLS program, in a post-MLS certificate program, or as a specialization for the Ph.D.

UCLA students have access to the "Printing Chapel," a central facility with several hand presses which are used both for instruction and basic publicity or jobbing. In addition to historical and analytical bibliography courses, the school offers a separate course on "Printing for Bibliographers." This class is limited to six students for individualized instruction and the former courses are prerequisites; its purpose is to provide "hands-on experience to illustrate printing house practice resulting in the vagaries encountered in 16th-20th century printed books and ephemera," as well as "understanding of the book as a work of art and/or a product of fine craftsmanship."⁴⁸ Instruction includes field trips and printing practice, in addition to lectures and discussions; students collectively design, compose and print at least one broadside, by letterpress and offset, and individually set type, print, and sew a pamphlet in an edition of about 15 copies. The course is seen as relating not only to bibliography, but also to "Publishing and the Book Trade" and "Media Librarianship." The former course is historical, stressing seventeenth- to nineteenth-century English and American trade and interests. The interplay between libraries and current markets is reserved for "Selection and Acquisition of Library Materials," which is not historical in conception. Finally, UCLA does use the seminar model in its advanced coursework, with a major emphasis on the production of a research paper utilizing resources of Clark Library and UCLA's special collections.

Failure to describe the program with which I am most familiar, that of the University of Maryland at College Park (UMCP), would seem remiss since its development prompted the 1976-77 survey. Moreover, this program exemplifies a current trend in curricular development which is more multidisciplinary than interdisciplinary, and which recognizes the managerial benefits of resource-sharing and the necessity of an economy of scale for specialization, which is costly and by its nature elitist. It also favors the intellectual enhancement of curricula which stress the integration of advanced skills and methodologies with strong knowledge of a subject area. The College of Library and Information Services, in cooperation with the Department of History, opted for the joint-degree model to develop an advanced studies curriculum in archives, manuscripts, and historical or special collections. The university now awards the MA in history along with the MLS upon completion of a minimal 54 semester hours (see Appendix G). The thesis is optional, although it is highly recommended for rare book specialists to acquire proper language training outside this curriculum, and to consider the doctorate as a logical terminal degree. Students must include in their programs 2 research seminars in history, and pass an examination on a preselected field of study from 20

options (though normally the focus is "Europe and America" from the later medieval through the early modern periods, i.e., 1200-1800, which assumes adequate language preparation in Latin, French, and/or German).

There are four main options for individualized programs in this plan: (1) archives and modern records management; (2) rare books, historical and literary manuscripts, and special collections curatorship; (3) scholarly publishing and editing (historical and literary); and (4) bibliographical reference and research services. These tracks offer guidance in structuring a program by combining the specialties of both degrees into a single, well-integrated educational experience. Whereas most students are encouraged to improve their backgrounds in computer applications and text processing, information storage and retrieval, and indexing and thesaurus construction (which are required for archival specialization), the main aim of the tracks is to provide a rationale to any program. Thus, each degree program requires a core of basic introductory courses (research and editing methods in history; cataloging and reference for library science) with a research field defined by period and region in history, a matching concentration in codicology and analytical bibliography in librarianship, cognate fields in curatorial administration, and an elective field. If students lack professional experience in an appropriate setting, some kind of field study, internship or practicum is required. A truly comprehensive program, therefore, would normally extend beyond the 54-credit-hour minimum. As mentioned, a thesis is optional, but rare book specialists are encouraged to complete a thesis in order to develop research interests and maximum flexibility in job mobility and matriculation to Ph.D. programs of their choice.

The focus of the Maryland effort is on research collection development and the whole spectrum of historical materials and retrospective searching, rather than on rare books in the older, narrow sense of the term. Private collecting, for example, is deemphasized when considering the book market and patronage, and instead there is considerable emphasis on the applications of modern technology to rare book and research collections, and on collection development which stresses institutionalization. Rare book specialists have support from fellow specialists in archives, and the combination of tracks provides for variety, greater specialization than could be had in most curricula, and at the same time, a pool of students with like interests who stimulate each other and allow professors to design advanced courses especially for their interests. The tracks themselves provide both flexibility and structure in an attempt to prepare students broadly enough to be employable in a variety of settings (archives, manus-

cript repositories, rare books and special collections, the publishing industry, the book trade, research firms, special libraries, consulting firms, graphics communications, commercialized technical services such as binderies and suppliers, regional bibliographic and conservation centers, and positions requiring advanced cataloging procedures or skills in document examination, such as government and information agencies). The curriculum strives for a blending of subject area specialization, managerial skills, bibliographic competence, research and practical experience, and an intellectual setting where what is new in theory, method and technique can be applied to what is old, rare and valued. Credit courses in the two cooperating units are supplemented by electives in art history, museology, literary editing, documentary work, and graphics communications in industrial education. The last acquaints rare book specialists with modern printing techniques including nontypographic computerized phototypesetting and familiarizes them with the links between document processing and such machinery as the Mergenthaler linotron. Or, as alternatives to modern production, one can explore printmaking in the studio arts, layout and design in applied design, and the history of printing within history of science and technology programs. Noncredit courses are available in printing, illumination, calligraphy, and bookbinding at several craft guilds and programs, such as that administered by the Smithsonian Institution. Like other schools offering such specialization, Maryland is ideally situated in an environs unusually rich with rare book libraries, archives, manuscript repositories, museums, and galleries. Internship possibilities are plentiful, and nearly 150 area institutions and projects have hosted CLIS students as interns. Students also participate in seminars and institutes by the Folger Shakespeare Library and the National Archives and Records Service, in activities of the nascent Center for the Book at the Library of Congress, and in many other special events in the greater Washington, D.C., and Baltimore area.

The goal of Maryland's equivalent to courses commonly called "Rare Book Librarianship," which is called instead "Curatorship of Historical Collections," is to provide a proper introduction to the institutional context of rare books and the multifaceted operations of a rare book library. Its scope is somewhat awesome, as the course outline in Appendix H indicates, reflecting the problem in packaging a presentation. These are issues germane to rare book and special collections librarianship which require treatment in a dedicated course, because they are not normally treated in standard courses in library administration, technical services, and special libraries. Such a course is not really introductory, because it presumes that a background in general librarianship is already present; it is instead the introduction, within the MLS degree, to special collections.

Such a course tends to be a "grab bag" tailored to special interests not otherwise represented in the curriculum. It requires extensive reading; a paper in applied research on the book trade, acquisitions, processing, or a similar topic; and a laboratory component consisting of designing and mounting an exhibit with rare books and manuscripts from the UMCP special collections or an area institution. In the past, for example, students have featured Maryland's historical and literary collections with displays on colonial mid-Atlantic Americana, the Lafayette manuscript and book collection, expatriate authors from the modern author collections, fine printing from the Savoy rare book collection, the private press movement, Baltimore printing, etc.; one exhibit was in conjunction with the UMCP-Johns Hopkins University "Pen to Press (1450-1550)" symposium. In 1980 the project is "The Monastic Imprint" exhibit at Catholic University of America, using its papal and monastic collections, in conjunction with the "Monasticism and the Arts" symposium celebrating the 1500th anniversary of the feast of St. Benedict of Nursia. Supporting this project is a series of noncredit workshops at the CLIS Instruction Design and Services Center on matting and framing, basic photography, sound recordings, video production, multi-image productions, graphic layout and design, lettering, and other practical demonstrations. Field trips in the course have included a day in Baltimore visiting with the acquisitions people at the Maryland Historical Society or other institutions, noted appraisers, book dealers, and curators, along with an evening at a book auction gallery.⁴⁹

Maryland's "Codicology and Critical Bibliography" seminar, as indicated in Appendix I, is representative of the new, comparative approaches to what the French have called the "archeology of the book." Its basic premise is continuity in production between the manuscript and printed book periods, and it is open to students who have previously studied the "History of Books and Printing." The sequence arrangement allows the latter course to be designed for general as well as special interests, while the former is restricted to those with a proper background. It is, therefore, normally a class of fewer than ten students, all candidates for the master's, combined master's degrees, or the doctorate. Consequently, it is able to advance to levels of study seldom found in MLS programs. The seminar stresses research methods rather than historical case study, with focus on document analysis and identification procedures, format description, standardization of bibliographic and diplomatic data, and new technology in the study of manuscripts of rare books, ranging from infrared and ultraviolet lighting, surface lighting, and use of photosensitive paper reproductions to computerized photographic enhancement and spectroscopy. Finally, it is concerned with how these methods pertain to advanced cataloging of primary resources, either for access or exhibits, and how they

relate to other fields such as reprography and conservation. Students complete a series of exercises for each unit, and critical descriptions of a number of hitherto unidentified pre-1850 volumes from the university's special collections' backlog of nearly 10,000 imprints. They also work on projects at the Library of Congress, cataloging uncataloged Latin codices in the Rare Book Division, and describing manuscript codices in early Americana in the Manuscripts Division. Students regularly visit the Smithsonian Hall of Graphic Arts, where they print in eighteenth- and nineteenth-century shops and are introduced to typesetting in an eighteenth-century foundry. The ability of CLIS to support such experiential learning with its own studio is being aided presently by several benefactors in the Baltimore-Washington area.

The technical aspects of such coursework are reinforced from a different viewpoint in "Conservation of Archival and Library Materials," which introduces students to papermaking and paper repair, parchment and vellum, leather and cloth binding, various structures of period manufacturing, and the identification of materials. Emphasis is placed on physical properties and characteristics and environmental standards, with a brief introduction to damage identification, condition reporting, and collection management. The last topic is explored further through case-study approaches and actual testing of condition survey and inventory techniques in collection management in an annual workshop entitled "Collection and Conservation Management in Archives and Libraries," taught by visiting conservators. The basic course has laboratory components in which students make paper, practice basic cleaning and mending techniques, learn standard sewing, and construct a simple case binding. They are tested by designing a reporting instrument for a conservation survey and using it for the examination of problematic period materials from special collections. This is augmented by showing a great variety of materials, and through the use of slides and films. For those wishing an area of concentration in conservation management, an advanced course with a more technical laboratory component is offered by a practicing conservator, and students have interned with conservators in their studios. It is possible, for the few who are so inclined, to package an individualized program in conservation administration (see Appendix G), which is especially useful for those with bench training in conservation but who lack the necessary professional credentials to gain satisfactory employment.

The kinds of course and program opportunities described above are not unique to Maryland, yet they are not plentiful. In this case, the school provides more opportunities than can be easily taken within a two-year course of study, to say nothing of a one-year MLS program, and does so by

cooperation with other units on campus and outreach to area institutions. It is questionable whether library schools could provide more for so few. If the product of such programs is not up to expectations, one needs to reexamine those expectations as well as the objectives of the program and its graduates. Simple rhetorical disparagement of a library school does not suffice when solid, constructive criticism is needed. Moreover, proper discrimination is required; library schools are not a generic lot.

This overview of library schools and their endeavors in the area of rare books and special collections reveals severe problems, but also encouraging accomplishments and innovative directions for future educational programming. Opportunities for some kind of study are fairly widespread, and although advanced study opportunities may not be as plentiful or accessible as one would like, there are a few identifiable programs capable of supporting specialization in the accredited library schools which pay some attention to this field. Selection is important, because only one-third of the accredited schools can accommodate any specialization in rare books; of these, some need improved curricular design and planning, several appear to be unstable and lack the strong support from their resident faculty, and often the specialization must be individually tailored. Not all library schools can provide adequate training in this field, nor should all try to do so. It would be better for the profession and the rare books field to encourage the stable development of a select number of specialization programs, rather than the proliferation of mediocre attempts to provide such training. The profession might begin by working to reduce the barriers that prohibit students from going out of their states or regions to attend library schools, and to encourage would-be specialists to travel to those few centers which can accommodate true specialization.

Despite the opportunities which now exist, there seems to be little chance of further development in this field until conditions in library education per se vastly improve.⁵⁰ This is partially because librarianship appears to be drifting, if not fleeing, from a humanistic or historical foundation toward nonbibliographical information studies, and librarians are being imbued with a sociological perspective which lacks historical hindsight and is not particularly relevant to special collections. Indeed, one of the most convincing arguments against limiting opportunities for specialization to a few special schools is that such concentration of interest in rare books might further reduce rare book interests in the whole of librarianship, while allies like museology may not be able to support this specialty any better than library education. The problem is more complex than it first seems, because library education is responding to the decline of humanism and the rise of socioeconomic interests in today's libraries and

in the public in general. As professional schools, they are sensitive to the demands of the working profession; dealers and collectors are outside the profession, as are most scholars interested in rare books, and within the profession, rare book interests lack dynamic leadership or even the consensus necessary to make an impact on librarianship. Moreover, library schools, like libraries of all types, have entered an age of austerity in which enrollment trends, staffing problems, and employment fluctuations will exacerbate the problem by reinforcing the inclination toward institutional administration, automation and systems analysis, rather than refocusing attention on books themselves, bibliography or textual research. Historical bibliography will continue to serve library education first, and rare books specialization secondarily.

Such trends are widespread and critics of library education must come to terms with them rather than ignore or simply decry current emphases. Criticism should be discriminating, focused, positive, and in support of the efforts being made, because the question may not be so much the improvement of training for rare book librarianship as the very survival of the opportunities which have developed thus far.

Subversive criticism and disdain might be converted to support in several ways. Those outside library education involved in private collecting and the book trade might consider patronage activities; most library schools desperately need funding for fellowships and endowed professorships to maintain instructional programs in this field. Many would benefit from donations of teaching collections and historical printing and binding equipment for studio work, from the availability of part-time employment for their graduate students, and from the proceeds of antiquarian book fairs. Tax-deductible donations need not be large to have a positive impact; free subscriptions to dealers' catalogs and publishers' flyers (especially if they contain samples, facsimile pages, etc.) are often most welcome. Rare bookmen can participate in the instruction process by cooperating with library administrators in providing viable internship outlets, and nonfaculty can initiate colloquia series, guest seminar presentations, exhibits, and displays. Perhaps most important, all concerned must work to improve the employment situation, not only in identifying new opportunities, but also in creating a central referral agency (perhaps the ACRL Rare Books and Manuscripts Section) and in promoting the field actively through arousal of a larger public interest, networking, and imaginative program development which takes advantage of the humanities in nonacademic settings. This can be done by taking advantage of trends in genealogical and local history interests, as well as in museum-like exhibitions and public programs—activities which can now be funded through the

Libraries Humanities Programs division of the National Endowment for the Humanities. In this regard, funding sources need to be opened up, so that library monies can be less encumbered with affirmative action and social welfare interests under Department of Education guidelines. The museological features of rare book libraries should be recognized by the National Museum Act, and survival of the book arts needs greater encouragement from the National Endowment for the Arts. Finally, political activity might include participation in local "friends of the library" and alumni groups, but also in lobbying efforts directed at all funding sources, both public and private, and at library and library school administrators. Some of the problems confronting education for rare book specialists can be alleviated only through such cooperative efforts, and the aloof behavior of bookmen can only be detrimental to a common goal.

Likewise, library school faculty and administrators need to achieve greater rapport with bookmen and bibliographers. Despite accountability based on enrollments rather than program planning, the following deserve special attention:

Faculty development

Educators must reconsider the overreliance on adjunct or part-time appointments, and should investigate alternatives such as joint appointments with subject area departments and the institution's library system in an attempt to secure faculty lines and stabilize curricula. If adjuncts are used extensively, a monitoring and advising system needs to be devised linking part-time appointees to faculty coordinators who cover for them in terms of student advising and arrangement of support services. If adjuncts teach regularly on a fairly permanent basis, they should be paid for consulting services to the school in addition to course time, and contribute to the administrative efforts of the faculty.

Course development

Specialization requires advanced studies at a level more intensive and exacting than is usual in library schools. Courses such as historical bibliography might be subdivided into generalist and specialist sections; or courses can be designed around modules, some of which are specifically for advanced studies and for the few specialists who need to go beyond the traditional survey coverage. The educational experience should be varied within classes to include practical training, group dynamics and discussion, tutorially directed research, and peer criticism and review. Flexibility, variable credit options, and competency-based curricular design are other means of stretching limited resources to meet more intensive educational needs. Faculty who teach in the area of historical bibliography

should have continuing research and publication interests therein, with demonstrated ability to work with primary documentation in several languages and formats, from more than one region and period. This would enhance the possibility of such courses supporting an area of competence or field of specialization. Courses identified for specialization should not be entrusted to generalists. Finally, if the motivation behind offering historical bibliography is still to provide intellectual foundations and, as enrollment trends indicate, if such coursework is not attracting enough students to fulfill this service, then, rather than diluting a program, general background courses for the nonspecialists should be packaged in continuing education outlets.

Program development

Budget considerations preclude anything more than modest expansion, and the competition for these limited resources is so keen that it is unlikely that more funds will be forthcoming for rare book studies. Such budget constraints should force schools to maximize their resources and those of the entire university. Off-campus and inter- and intra-campus cooperation, as well as institutional networking possibilities, should be explored to break down barriers preventing student access to regional centers for advanced studies which utilize superior facilities and collections. Because of rising student costs, residency requirements should be scrutinized to make maximum use of students and faculty in residence. This can be done through flexible scheduling of formal coursework, coordination of extra-curricular training in craft and studio or industrial arts, accelerated and concentrated language training, and remedial or ephemeral education through audits. Practica, field studies and internships can be used to decentralize a program after a concentrated core of advanced study is completed. A minimum of 10-15 advanced studies students seems essential for dedicated coursework and the designation of faculty time for directed work in any one field. Without such an economy of size, faculty would be unable to assess strengths, weaknesses and priorities, and to counsel applicants toward other universities where programs are accommodating.

Gordon Ray observed that the world of rare books in the 1970s is moving from an era of expansion to one of consolidation, and that "clearly the state of libraries is the least certain factor in today's rare book complex."⁵¹ Although he is optimistic that things will not get worse, one must wonder about the future of rare books and all primary historical material if current trends in librarianship and its educational system do not achieve a better balance between quantitative and qualitative approaches to the profession's problems. All concerned must lobby and cooperate with library educators so that bookmanship is not permanently divorced from librar-

ianship.⁵² The situation might be improved by stronger resident faculties in library schools whose goal is to educate for the future without losing sight of the past. If the institutional component of the rare book world is to endure, an advocate position must be secured in the profession's educational system. This means that library education should not be ignored in any examination of this world, and that cooperation of bibliographers, bookmen, dealers, collectors, archivists, curators, and literary and historical scholars with library administrators and educators should improve. To pay only marginal attention to today's library schools is a grave mistake; such lack of regard risks the future of bibliographic and historical scholarship and the very welfare of that world of the rare, special and unique which provides our only link to the aesthetics, values, and ideas of the past. Not only is preservation of collections already assembled at stake; also at issue is the conversion of the bookstock in present libraries to tomorrow's special collections—lest the codex become a curiosity and as much a rarity as the clay tablet or papyrus scroll.⁵³ If library education fails to emphasize the custodial obligation of all librarianship, and instead reserves this function for a minority and a few select repositories isolated from the mainstream of the profession, then surely Adams's worst fears might be realized by a future generation which looks back on our librarians and library educators as the "enemies of books."

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10. Randall, David A. *Dukedom Large Enough*. New York, Random House, 1969, p. 14.
11. See Stuart, Robert D. *The Area Specialist Bibliographer: An Inquiry into His Role*. Metuchen, N.J., Scarecrow Press, 1972; Michalak, Thomas. "Library Services to the Graduate Community: The Role of the Subject Specialist Librarian," *College & Research Libraries* 37:257-65, March 1976; Cole, Garold L. "The Subject Reference Librarian and the Academic Departments: A Cooperative Venture," *Special Libraries* 65:259-62, July 1974; Coppin, Ann. "The Subject Specialist on the Academic Library Staff," *Libri* 24:122-28, 1974; and Crossley, Charles A. "The Subject Specialist Librarian in an Academic Library: His Role and Place," *Aslib Proceedings* 26:236-49, June 1974.
12. MacManus, George S. "What Librarians Should Know about Book Buying," *Library Journal* 85:3394-97, Oct. 1, 1960. See also Reed, op. cit., p. 30; this study showed that in 1970, 84% of the 50 schools surveyed required basic reference, 52% required a general introduction, and 64% had a selection and acquisition requirement. The last group of courses, however, has been removed from the required core in most schools, and few courses or texts have penetrated the book trade. They concentrate still on selection aids, review sources, and jobbers, and usually ignore out-of-print and special acquisitions.
13. Ray, "Rare Books Re-examined," op. cit.
14. The reform literature, mandates, and manpower studies of the late 1960s called for new directions in librarianship; they held serious implications for rare books and special collections, indeed for all the humanities, because of their short-range vision and lack of attention to primary resources. The movement was quieted by the recession, not by review and rebuttal by those who should have defended the interests of historical and bibliographical scholarship. For a sampling, see Stone, C. Walter, et al. *Needs for Improvement of Professional Education in Library and Information Sciences*. Syracuse, N.Y., Syracuse University,

Center for the Study of Information and Education, 1975?, pp. 5-8, 14-23, 53-68; Atherton, Pauline. "Putting Knowledge to Work in Today's Library Schools," *Special Libraries* 63:31-36, Jan. 1972; Boaz, Martha. "Library Education, Relevance to the Future," *American Libraries* 1:937-38, Nov. 1970; Wasserman, Paul. "Professional Adaptation: Library Education Mandate." College Park, University of Maryland, College of Library and Information Services, 1970; and _____ *The New Librarianship: A Challenge for Change*. New York, Bowker, 1972.

Where were the critics Ray cites when they might have had significant impact on curricular reform in library education? Such critics seem too late in decrying the swing toward social sciences, automation, and general administration at the expense of the humanities. Now the pattern is set and the trend established; the problem is to reintegrate the humanities into this "new librarianship," which will be a slow process and a high price for the failure of bibliographers, bookmen, and historical and literary scholars to take an active interest in librarianship as a developing profession in the 1960s. For one recent attempt to place rare book libraries and collections back into librarianship, see Budington, William S. "The Independent Research Library" (NCLIS Related Paper No. 4). Washington, D.C., NCLIS, Oct. 1974. (ED 100 390)

15. See Shores, Louis. *Library Education*. Littleton, Colo., Libraries Unlimited, 1972, pp. 9-60; Shera, Jesse H. *Libraries and the Organization of Knowledge*. D.J. Foskett, ed. Hamden, Conn., Archon Books, 1965, pp. 9-26; and Christ, John M. *Toward a Philosophy of Educational Librarianship*. Littleton, Colo., Libraries Unlimited, 1972, pp. 55-63, 143-48. These overviews attempt balanced presentation yet pay little attention to primary resources.

16. See Krikelas, James, and Monroe, Margaret E. "General vs. Specialized Library Education." In Harold Borko, ed. *Targets for Research in Library Education*. Chicago, ALA, 1975, pp. 31-48; Boll, John J. "A Basis for Library Education," *Library Quarterly* 42:195-211, April 1972; Boaz, Martha, ed. *Toward the Improvement of Library Education*. Littleton, Colo., Libraries Unlimited, 1973; and Asheim, Lester. "Trends in Library Education—United States." In Melvin J. Voigt, ed. *Advances in Librarianship*. New York, Academic Press, 1975, vol. 5, pp. 147-201.

For the kinds of programs offered, see Appendix B. See also Winger, Howard W. "Differentiating Master's, Advanced Certificate, and Ph.D. Programs." In Cassata and Totten, op. cit., pp. 90-103; Danton, J. Periam. *Between the M.L.S. & Ph.D.: A Study of Sixth-year Specialist Programs in Accredited Library Schools*. Chicago, ALA, 1970; Rogers, A. Robert. "Report on Six-Year Programs in the United States," *Journal of Education for Librarianship* 16:67-74, Fall 1975; and Totten, Herman L. "Terminal Evaluation Procedures for the Master's Degree in Library Science." In Cassata and Totten, op. cit., pp. 254-63.

17. See Miller, Rush G. "The Influx of Ph.D.s into Librarianship: Intrusion or Transfusion?" *College & Research Libraries* 37:158-65, March 1976. Miller polled 92 large American academic libraries and all ALA-accredited schools. Of the libraries queried, 72 now employ subject area Ph.D.s, of whom only 60% have had formal library training. At the same time, no dean could point to a single program (with the possible exception of Chicago's) flexible enough to accommodate a Ph.D. in its MLS curriculum. The 1976-77 CLIS survey found about 70 Ph.D.s entering library schools each year to earn MLS degrees, many of them interested in special collections because they see themselves as specialists. On the other hand, they fear the employment market and do not want to specialize further. The issue of credentials in special collections is also the subject of controversy among archivists, because about half the jobs now advertised require the MLS, but only 28 accredited schools offer archival training. Conversely, half the archival positions require the subject area MA, usually in history. See Brubaker, Robert. "Archivists in Academic Libraries: A Question of Credentials" (Paper for Society of American Archivists Seminar 57S). Oct. 6, 1978. (unpublished)

18. Ray, "Rare Books Re-examined," op. cit., p. 121.

19. Randall, op. cit., p. 12.

20. Miller, op. cit.; and Brubaker, op. cit. See also Society of American Archivists. *Education Directory*. Chicago, SAA, 1978, pp. 5-6; and Association of Canadian Archivists. *Guidelines Towards a Curriculum for Graduate Archival Training*. Ottawa, ACA, 1976. For archival education and curricular design, see Evans, Frank B., comp. *Modern Archives and Manuscripts: A Select Bibliography*. Chicago, SAA, 1975, pp. 11-12, 119-26; see also Colson,

John C. "On the Education of Archivists and Librarians," *American Archivist* 31:167-74, April 1968; ——— "Archivists and Education: Modifying Library School Curricula," *RQ* 12:267-72, Spring 1973; Clark, Robert L., ed. *Archive-Library Relations*. New York, Bowker, 1976, see especially pp. 174-80; Warner, Robert M. "Archival Training in the U.S. and Canada," *American Archivist* 35:347-58, July-Oct. 1972; Duckett, Kenneth W. *Modern Manuscripts: A Practical Manual for their Management, Care and Use*. Nashville, American Association for State and Local History, 1975, pp. 33-34; McCrank, Lawrence J. "Prospects for Integrating Historical and Information Studies in Archival Education," *American Archivist* 42:443-55, Oct. 1979; and Fyfe, Janet, ed. *Symposium on Archival Education*. London, University of Western Ontario, School of Library and Information Science, [1980].

21. See Heaney, Howell J. "A Course in Rare Book Librarianship," *Pennsylvania Library Association Bulletin* 27:134-40, May 1972. This discusses objectives for a course set into a generalist context. Note, however, that there is a lack of adequate texts; there is nothing comparable to Duckett's *Modern Manuscripts*. For an example of an unsuccessful attempt, see Cave, Roderick. *Rare Book Librarianship*. London, Clive Bingley, 1976; see especially pp. 152-60 on training. See also Peters, Jean, ed. *Book Collecting: A Modern Guide*. New York, Bowker, 1977. This is a more useful work for introductory essays.

22. Stam, David H. "Elitism and the Common Cause," *American Libraries* 10:586, Nov. 1979.

23. Data from the "Special Placements" section of the annual reports have varied over the years, causing some difficulty in tabulation and comparison; especially problematic is the variation in the job groupings for rare books, manuscripts, archives, and special collections. Appendix A also includes placements in art and museum positions, bookstores, historical agencies, and genealogy. For each year, data are adjusted because the percentage of schools responding over those accredited and queried varies.

Known placements are relatively few in view of numbers of graduates or projections for employment in the field overall. The Bureau of Labor's Occupational Outlook Division reports only 10,000 archivists and curators of all types vs. an estimated 182,000 practicing librarians; the two positions are not differentiated in any way, and the bureau considers the population too small to conduct a manpower study for archivists, let alone rare book librarians. However, the bureau projects increases to 193,000 librarians and 16,000 archivists and curators through 1977/78, which suggests greater growth in the latter area than in librarianship as a whole. The standard deviation for the 10,000 figure is ± 2751 , i.e., a range of 7249-12,751—so projections are not very reliable. The forecast for 1985 is a recovery for librarianship as a whole, with a leveling off of expansion in archival and curatorial fields. Such figures warrant only cautious optimism, not enough to change the present situation radically or to call for any massive production of rare book specialists.

24. Bowden, op. cit.

25. See Nitecki, Joseph Z. "A Sample Distribution of Subject Interests Among the Faculty of American Library Schools," *Journal of Education for Librarianship* 15:160-75, Winter 1975. See also Appendix E.

26. See Horn, Andrew H. "Time for Decision: Library Education for the Seventies," *Special Libraries* 62:15-23, Dec. 1971; Ripin, Arley L., and Kasman, Dorothy. "Education for Special Librarianship: A Survey of Courses Offered in Accredited Programs," *Special Libraries* 67:504-09, Nov. 1976; and Shaffer, Susan E. *Guide to Book Publishing Courses: Academic and Professional Programs*. Princeton, N.J., Peterson's Guides, 1979. These provide some indication of courses on special libraries and topics relevant to special collections; usage is confusing, however, and any curricular survey must be subjective in its choice of appropriate courses.

27. The inclusion of archives in the specialization core is important because curatorial administration differs extraordinarily from general library administrative concerns. Topics germane to both archives and manuscripts and to rare book librarianship but seldom treated in regular curricula include: donor relations, especially legal concerns; special services and constituencies; grants and contracts, fund-raising and solicitation; unique sets of professional and civil service requirements; security and risk management; the impact of federal legislation other than copyright laws (i.e., the Freedom of Information, Privacy, and Rehabilitation acts), and IRS procedures; tax law and appraisals; management of rotational and trust

funds; coordination of friends, associates, and docents programs; and affiliation with professional organizations other than major library associations. Such managerial concerns (in this case, taken from the syllabus for UMCP's workshop in manuscript administration) of the archival world are closer to rare book librarianship than to modern information service management; thus, it may be preferable to think of rare books under the rubric "curatorship" rather than librarianship. It is questionable if a quality rare books program can be mounted in a school which doesn't also have the capacity for training archivists and manuscript curators. Yet, archivists refuse to be classified as a subspecies of librarian, and the designation "Archival Librarianship" used in one library school must be abhorrent to most archivists. Accreditation and certification are topics of heated debate in the Society of American Archivists; its education and professional standards committee can be expected to exert persistent pressure on library schools and history departments. One argument for archival training in library schools is the mutual practical and intellectual support between archival and rare book studies. In contrast to Ray's generalizations, Burke maintains (though I can't agree) that "Fortunately, most library schools today have not departed from the concept that a good librarian must know books and book processing"; see Burke, Frank. "Education." In Clark, op. cit., pp. 51-68.

28. Because of shifts in educational emphasis and lack of good relations between librarians and the "keepers of the past," archivists and historians, as well as records managers, are challenging librarians' right to retain custody of primary source materials in nonbook forms. Curatorship, because of its museological character, is especially vulnerable since librarianship has failed to impose the MLS as a universal professional requirement in special collections work, and since historians, confronted by a severe employment crisis in academia, are turning to "alternative careers" in government service and "public history." There has been a phenomenal growth in historical societies, yet relatively little recruitment from library schools. There are now 2400 U.S. historical societies with growing library book and manuscript collections, many managed nicely without professional librarians. See Hinds, Charles F. "Historical Society Libraries in the United States." In Allen Kent, et al., eds. *Encyclopedia of Library and Information Science*. New York, Marcel Dekker, 1973, vol. 10, pp. 435-45; and Nuckols, C.M., ed. *Directory of Historical Societies and Agencies in the United States and Canada, 1967-1968*. Nashville, American Association for State and Local History, 1967. Organizations like AASLH are now very active in the interdisciplinary "no man's land" between museology, archives and libraries, more so than library organizations.

The issues addressed by these organizations, and trends associated with the post-Roots phenomena in genealogy and local history, are essentially the same as those in rare book librarianship, if the latter were opened beyond its traditional scope and narrow concept of "rare" to include historical collection development and servicing information needs through primary materials. See Stone, James H., and Cortada, James W. "Libraries and Local Historical Societies: The Need for Cooperation," *Journal of Library History* 6:360-64, Oct. 1971; Reed, Michael. "Local History Today: Current Themes and Problems for the Local History Library," *Journal of Librarianship* 7:161-81, July 1975; Hine, J.D. "How Librarians Need Archivists," *Archives and Manuscripts* 5:14-17, 1972; and Warner, Lee. "In Search of the Silent Majority," *Journal of Library History* 9:174-75, April 1974. For a study which should have had more influence on academic and research librarianship training, see Rundell, Walter, Jr. *In Pursuit of American History: Research and Training in the United States*. Norman, University of Oklahoma Press, 1970, see especially pp. 73-107. See also "Relations between Historical Researchers and Custodians of Source Materials," *College & Research Libraries* 29:466-76, Nov. 1968; and Tanselle, G. Thomas. "Bibliographers and the Library," *Library Trends* 25:745-62, April 1977.

29. Lemke, Antje B. "Alternative Specialties in Library Education," *Journal of Education for Librarianship* 18:285-94, Spring 1978. She identifies 23 specialty programs in archives and 7 in publishing. "Alternative Specialties" include "(1) Courses designed for specific information needs outside the immediate library/information/communication professions....(2) Fields within the broader library/information/communication professions for which no formal academic program exists....[and] (3) Courses related to current social concerns, for which formal programs are emerging" (p. 286).

30. Winckler, Paul A. "Report to the Education Committee of the American Printing History Association on the Survey of the Teaching of Courses in the History of Books and

Printing in Graduate Library Schools in the United States and Canada." New York, APHA, 1979. (mimeographed)

31. See Shera, Jesse H. *Historians, Books and Librarians: A Survey of Historical Scholarship in Relation to Library Resources, Organization and Services*. Cleveland, Western Reserve University Press, 1953, especially pp. 1-2, 85-102. A rapprochement between historical studies and library science was a primary motive behind this work, but his arguments are most clearly stated in _____ "On the Value of Library History," *Library Quarterly* 22:240-51, July 1952. See also Shores, Louis. "The Library and Society," *Journal of Library History* 8:145-49, July-Oct. 1973; and _____ "Epitome," *Journal of Library History* 3:291-96, Oct. 1968. Other arguments are found in M.R. Cutcliffe. "The Value of Library History," *Library Review* 21:193-96, Winter 1967; and in John C. Colson. "Speculations on the Uses of Library History," *Journal of Library History* 4:65-71, Jan. 1969.

32. See, for example, Jordan, Peter. "The Relevance of Education for Librarianship," *New Library World* 76:117-19, June 1975; and Hagler, Ronald. "Needed Research in Library History." In Rolland E. Stevens, ed. *Research Methods in Librarianship: Historical and Bibliographical Methods in Library Research* (Monograph No. 10). Urbana, University of Illinois Graduate School of Library Science, 1971, pp. 128-37. Note also the low priority assigned to historical coursework for reference training, despite supposed research orientation of history, and organization of so many reference books by historical principles: see Turner, Stephen W. "Relevant Reference Training," *PMLA Quarterly* 40:15-17, Spring 1976; Blazek, Ronald. "The Place of History in Library Education," *Journal of Library History* 9:193-95, July 1974. Blazek reports students already having humanistic educations are the most receptive to history as a component of their library training, but that 80% of his students at Florida State University regard library history as interesting but unimportant and inconsequential to their careers.

33. There are discrepancies in the annual reports, and data therein differ from similar information found in Paul Wasserman, et al. *A Report on Library and Information Science Education in the United States 1975* (Student Contribution Series, no. 7). College Park, University of Maryland, College of Library and Information Services, 1975. The 1975-76 data from the CLIS survey differ with the annual report data in several respects, thus indicating the unreliability of survey data. The CLIS figures for 1975-76 would amend the tables as follows:

		CLIS report	Appendix A and D
Total graduates:	Reporting	6807	5415
	Adjusted	7509	6540
Percentage of graduates in history courses:	Reporting	32	37.0
	Adjusted	29	30.7
Schools reporting:		58	53
ALA-accredited schools:		64	64
Average graduate class size:		117	102
Average size of history clientele:	Reporting	37	38
	Adjusted	34	31

Discrepancies are not great enough to distort general conclusions based on these data.

34. Conservation is fundamentally important for rare book librarianship, manuscript curatorship and archival administration, but has been neglected by library schools until recently. See Walker, Gay. "Preservation Training and Information." Chicago, ALA, Resources & Technical Services Division, Committee on the Preservation of Library Materials, 1976. (mimeographed); this has been updated by Swartzenberg, Susan, et al. "Preservation Training and Information, 1978." Chicago, ALA, Resources & Technical Services Division, Committee on the Preservation of Library Materials, 1979. (mimeographed) The 1976 survey identified 12 "basic awareness" courses in the 93 organizations and institutions surveyed (52 identified); the 1978 survey identified twice as many, with the major development occurring in library school curricula. Schools offering irregular conservation courses are Florida State, Michigan, and Minnesota; more regular courses (for varying credit) appear at

Columbia, Chicago, Hawaii, Illinois, Maryland, Rhode Island, and Wayne State. Workshops are advertised at Columbia, Illinois, Maryland, and Simmons. Other schools offering courses with possible transfer arrangements include the Capricorn School of Bookbinding and Restoration (Berkeley) and Rochester Institute of Technology. Conservation curricula for master's degrees exist at New York University, New York State College at Cooperstown, and University of Delaware (in conjunction with the Winterthur Museum), but all are aimed toward artworks and museum pieces. Paul Banks of the Newberry Library and president of the American Conservation Institute is currently working on recommendations for training standards and curricular design for library and archival conservators. However, that won't resolve the problem if competent conservators with appropriate academic credentials and research can't be found to teach in this critical area. No conservators teach full time in library schools, and there is no evidence that technical services instructors have any training in conservation. An alternative to basic awareness education and "bench-training," or laboratory and apprenticeship instruction for conservators, may be the evolving field of "conservation administration." This is the objective of conservation coursework at University of Maryland, where a major field can be formed from courses such as Introduction to Conservation, Preservation and Restoration, Conservation and Collection Management, Reprography, and Designing Library Facilities. These courses bring together the diverse talents of a historical bibliographer, a practicing conservator (John Dean of Johns Hopkins University), a technical services specialist, and guest instructors including other conservators, architects, engineers, and polymer chemists. Such pioneer efforts, like the exploratory USOE-sponsored workshop at Columbia are just beginning to impact library school curricula.

35. See Shaffer, op. cit.

36. Winckler, op. cit., p. 19.

37. Patterson, Charles D. "The Seminar Method in Library Education," *Journal of Education for Librarianship* 8:99-105, Fall 1967.

38. Between 1930 and 1972, 469 doctorates were awarded by library schools; however, the greatest output has yet to come. Since 1970, each year has seen more library science doctorates awarded (42 in 1969, 54 in 1971, 66 in 1972, etc.); see Appendix B for schools with doctoral programs. See also Eyman, David H., comp. *Doctoral Dissertations in Library Science: Titles Accepted by Accredited Library Schools, 1930-1972*. Ann Arbor, Mich., University Microfilms, 1973.

39. See Blazek, Ronald. "The State of Historical Research, or Please Save the Bloody Beast!" *Journal of Library History* 8:50-51, April 1973; Brichford, Maynard. "Original Source Materials for the History of Librarianship," *Journal of Library History* 5:177-81, April 1970; Schlachter, Gail, and Thomison, Dennis. "The Library Science Doctorate: A Quantitative Analysis of Dissertations and Recipients," *Journal of Education for Librarianship* 15:95-111, Fall 1974; and Robbins, Jane. "Association Activities: Research Interest Group," *Journal of Education for Librarianship* 16:212-14, Winter 1976. Blazek notes "historical scholarship is in decline even at schools where historical methods have been traditionally stressed. Brichford notes that about 6% of the curriculum is historical coursework, but 'an inordinate faith in the questionnaire, the model and the computer may retard the development of a scholarly interest in the history of librarianship'" (p. 180). Schlachter and Thomison found that 50% of all 1959-69 dissertations used historical methodology, but only 14% of 1970-72 dissertations did so; and only half as many students using historical analysis finished dissertations vs. students using other research techniques. Robbins concluded "It is evident that the amount of historical research has been declining and empirical research has been increasing; however, it appears to reflect an acceptance of the ritual of science rather than the appropriate use of rigorous scientific methods" (p. 213).

40. See Winckler, Paul A. "Materials and Sources for Teaching the History of Books and Printing: Part I," *Journal of Education for Librarianship* 13:45-71, Summer 1972; and "Materials and Sources for Teaching the History of Books and Printing: Part II," *Journal of Education for Librarianship* 13:123-36, Fall 1972.

41. Note, for example, the divergence in objectives between children's literature courses designated as "Introduction to" and "History of." Such coursework for a popular collecting field could be very supportive of rare book studies and historical bibliography. See MacLeod, Anne S. "Encouraging Scholarship: Courses, Conferences and Exhibits," *Library Trends* 27:551-67, Spring 1979.

42. There are discrepancies between listings in the AALS Directory and in contemporary school catalogs. The goal was to include all full-time personnel who offer courses. Several schools have administrators and associate staff officers who teach; those who are full-time are included in this tally. Part-time adjuncts, summer school guest faculty, and emeritus professors were grouped separately; members of the last group were excluded if there was no indication they continued to offer a course on a part-time basis. Schools using personnel funds to rotate a series of part-time or guest lecturers thus appear to have fewer faculty than they really do. Note also that student body size is based on the average graduate class through 1975, rather than on FTEs or actual head count. Thus, ratios in Appendix F favor library schools, indicating their best possible faculty/student comparisons. In most cases, simple head count would show more students per full-time faculty members.

43. Magarrell, Jack. "Part-time Professors on the Increase," *Chronicle of Higher Education* 15:1, 6, Jan. 16, 1978.

44. Winckler, "Report to APHA," op. cit., p. 14.

45. Ibid., p. 18.

46. Lemke, op. cit., pp. 292-93. This outlines a recommended program for specialization in art librarianship which could be tailored to rare books as well.

47. Thompson to McCrank, May 25, 1978. See also Belanger, Terry. "What We're Doing," *Bibliography Newsletter* 3:1-4, Dec. 1975; and _____, "The Institute of Bibliography & Textual Criticism at Leeds," *Bibliography Newsletter* 3:2-4, Jan.-Feb. 1975. Belanger has long been an advocate of training rare book specialists so they are employable in both libraries and publishing and the book trade; he maintains that recently 2/3 of his students have found jobs outside librarianship per se, mainly in the book trade and industry.

48. See Bowden, op. cit.; and UCLA Circular No. 429 (course description for Fall 1975).

49. UMCIP's curriculum is expanding as more students enroll who want greater specialization, and recently CLIS has made more courses available for continuing education. Among courses considered for formal development are "Computers and the Humanities," to investigate automation's application to humanistic research and public programming; "Public History and Librarianship," to focus on reference services for genealogy and family history, local/regional history, special collections in public libraries, and outreach activities; and "Publishing and Book Trade," possibly to be taught by an adjunct who has directed a university press, or with a different focus as a sequel to "History of Books and Printing."

50. The recession of the latter 1970s threatens library education with a serious cut-back in resources; some predict 10% of presently accredited schools may be discontinued or merged with other professional schools. See Boaz, Martha. "The Future of Library and Information Science Education," *Journal of Education for Librarianship* 18:322, Spring 1978; and Vance, Kenneth E., et al. "Future of Library Education: 1975 Delphi Study," *Journal of Education for Librarianship* 18:3-17, Summer 1977.

51. Ray, "The World of Rare Books Re-examined," op. cit., p. 141.

52. Problems confronting rare book librarianship in the U.S. are also evident in England. See Burnett, A.D. "Considerations on the Support of Antiquarian and other Special Collections in University Libraries," *Journal of Librarianship* 5:203-13, July 1973. Burnett's comments are in reaction to the Parry Report of the Committee on Libraries. London, HMSO, 1967.

53. Implications of modern technology for graphics communications and the codex format were foreseen, in a totally anti-historical perspective, in H. Marshall McLuhan. *Gutenberg Galaxy: The Making of Typographic Man*. Toronto, University of Toronto Press, 1962; and, more realistically, in Lester Asheim, ed. *The Future of the Book: Implications of the Newer Developments in Communication*. Chicago, University of Chicago Graduate Library School, 1955.

APPENDIX A. "SPECIAL PLACEMENTS" IN SPECIAL COLLECTIONS

Each year ends:

1966 1967 1968 1969 1970 1971 1972 1973 1974 1975 1976 1977 1978 Averages

Schools reporting/ AAAS-accredited schools Adjustment percentage	35 41 .85	41 44 .93	43 45 .96	45 50 .90	48 53 .91	47 55 .85	48 57 .84	53 60 .88	52 62 .84	51 62 .82	53 64 .83	53 64 .83	62 63 .98
Reported Special Placements:													
Historical agencies	8	7	10	--	14	18	8	18	20	20	18	10	16
Rare books, manuscripts, archives, special collections	3	26	25	23	14	24	25	26	50	45	31	33	60
Art and museums	9	30	17	20	24	17	18	27	31	34	23	28	31
Bookstores Genealogy	5	--	1	--	--	3	--	--	--	6 4	10 6	3 10	9 9
Total reported placements in Special Collections	25	63	53	43	52	62	51	71	101	109	88	84	125
Total Special Placements	477	715	787	747	798	745	626	1127	1531	1410	1621	1684	1866
Total reported graduates	3552	4030	4625	4970	5569	5670	6079	6336	6370	6010	5415	5467	5442
Special Collections placements (adjusted)	28	67	55	47	57	71	59	80	117	129	103	98	128
Special Placements (adjusted)	568	766	820	830	877	876	745	1281	1883	1720	1953	2029	1904
placements in Special Collections/Special Placements	.05	.09	.07	.06	.07	.08	.08	.06	.07	.0	.05	.05	.07
placements in Special Collections/graduates	.13	.20	.17	.15	.14	.13	.10	.18	.25	.18	.30	.31	.34
Author Annual references: Page number	(1968) 332	(1969) 163	(1970) 155	(1971) 170	(1972) 274	(1973) 398	(1974) 301	(1975) 268	(1976) 289	(1977) 353	(1978) 336	(1979) 239	Library Journal 104:1414-22 July 1979

APPENDIX B. PROGRAM

SCHOOLS	DOCUMENTATION			FACULTY			PROGRAM			FOUNDATIONS			SPECIALIZATION		SUPPORT ELECTIVES						
	SURVEY REPORTS	CATALOGS & BROCHURES	SELF-STUDY REPORTS	FULL-TIME APPOINTMENTS	PART-TIME (EMERITUS/PROF)	SUMMER VISITING APPOINTMENTS	AVE. M.S. DEGREES/YR.	CERTIFICATE AND/OR 6th YR.: 2 YR. PROGRAMS	JOINT-DEGREE PROGRAMS	DOCTORAL PROGRAMS	SURVEY: HIST. OF BOOKS AND LIBRARIES	HIST. OF LIBRARIES, PROF.	HIST. OF BOOKS, PUB., PRINTING	RARE BOOKS & SP. COLL.	ARCHIVES & MOD. MSS.	CONSERVATION	BIBLIOGRAPHY	PUBLISHING/BOOK TRADE	INT./COMP. LIBRARIANSHIP	REPROGRAPHY	SP. MATERIALS
ALA- ACCREDITED FALL, 1977																					
1. ALABAMA U.	X	X		10	2		40						X								
2. ALABAMA A&M	X	X		5	1		-														
3. ALBANY, SUNY		X		15	1		-						X	X	X			X	X		X
4. ARIZONA U.	X	X		8	10		40						X				X	X	X		X
5. ATLANTA U.		X		7	4	1	80	X													
6. BRIGHAM YOUNG U.	X	X		8	3		-						X		X		X				
7. BRITISH COLUMBIA U.		X		10	5		47	X				X	X				X	X			
8. BUFFALO, SUNY		X	X	9	4		98				X							X			X
9. CALIFORNIA U.	X	X		10	21	6	160	X	X	X	X	X	X				X	X	X		X
10. CALIFORNIA, UCLA	X	X		13	13		97	X		X		X	X		X		X	X	X		X
11. CASE WESTERN RESERVE U.	X	X	X	15	22		140	X	X	X	X				X		X	X		X	
12. CATHOLIC U. A.	X	X	X	10	13	12	112	X	X				X	X	X				X		
13. CHICAGO U.	X	X		8	11	4	49	X		X		X	X	X	X	X		X	X		
14. CLARION STATE COLL.	X			8			-						X								
15. COLUMBIA U.		X	X	13	18	1	197	X		X		X	X	X	X	X	X	X	X	X	X

APPENDIX B. — Continued

16. DALHOUSIE U.	X			8	10	2	30	X					X		X			X		X		
17. DENVER U.	X	X	X	17	7	7	150	X	X				X		X			X	X	X		X
18. DREXEL U.	X			16	10		157	X		X			X	X						X		
19. EMORY U.		X		9	5	3	90	X			X				X							
20. EMPORIA, K. ST.	X	X		10	4	6	80						X		X						X	
21. FLORIDA ST. U.	X	X		12	1	1	180	X		X			X	X		X			X		X	
22. GENESCO, SUNY		X		11	5	4	132	X			X				X	X		X	X	X		
23. HAWAII U.		X		9	10		80				X								X			
24. ILLINOIS U.	X	X		11	9	9	155	X		X	X	X	X		X	X		X	X			
25. INDIANA U.	X			13	5	5	200			X			X	X		X			X			
26. IOWA U.	X			8	3		72						X									
27. KENT ST. U.	X	X		10	6	7	45	X					X	X		X				X		
28. KENTUCKY U.		X	X	13	10	6	100						X	X	X				X		X	
29. LONG ISLAND U.	X	X	X	11	11		151	X					X	X		X				X		
30. LOUISIANA ST. U.		X		8	3	1	100				X											
31. MARYLAND U.	X	X	X	19	10	2	243		X	X			X	X	X	X	X	X	X	X	X	
32. MCGILL U.		X		7	8		59	X						X	X	X					X	
33. MICHIGAN U.	X	X		16	18	6	255			X			X	X		X				X	X	
34. MINNESOTA U.	X	X		10	3	4	83	X		X			X	X		X			X	X		
35. MISSOURI U.	X	X		7	6		80						X	X	X	X					X	
36. MONTRÉAL U.		X		10	6		54						X	X	X	X			X	X	X	
37. N. CAROLINA U.	X	X		14	5	5	88	X		X			X	X	X	X			X	X	X	
38. N. CAROLINA CENT. U.		X		11		3	-					X	X							X	X	

APPENDIX B. — Continued

39. W. ILLINOIS U.	X			7	1		45					X							
40. N. TEXAS ST. U.		X		7	9	2	-	X		X		X	X					X	X
41. OREGON U.	X	X	X	10	4	2	90					X	X		X			X	
42. PEABODY C. COLL.	X			6	2	7	104	X				X							
43. PITTSBURGH U.	X	X		18	24	2	225	X		X		X	X	X	X		X	X	X
44. PRATT INST.	X	X		10	7	2	151	X				X	X				X	X	
45. QUEENS, CUNY	X	X		13	2	1	175	X				X	X					X	
46. ROSARY COLL.	X	X		13	15	3	190	X				X		X				X	
47. RUTGERS U.	X	X	X	18	14	8	210	X		X		X					X		X
48. ST. JOHN'S U.		X	X	6	3	1	-	X				X					X		
49. SIMMONS COLL.	X	X		18	4	3	273			X	X							X	X
50. S. CAROLINA U.		X	X	10			52					X	X				X	X	
51. S. CALIFORNIA U.	X	X		13	6	1	248			X	X	X	X		X		X		X
52. S. CONNECTICUT ST. U.		X		11	11		75		X			X							
53. S. FLORIDA U.	X			7	5		180								X				
54. SYRACUSE U.	X	X		12	10	8	130	X	X	X	X			X	X			X	X
55. TENNESSEE U.	X	X		7	6	1	38					X		X				X	
56. TEXAS U.	X	X		14	7	5	117	X		X		X	X	X	X			X	X
57. TEXAS WOMEN'S U.		X		9	3	2	44	X		X				X				X	X
58. TORONTO U.	X	X		22	10	3	155	X		X				X	X		X	X	X
59. WASHINGTON U.		X	X	12	7	8	130					X	X		X				X
60. WAYNE ST. U.	X	X		9	6		140	X						X					
61. W. MICHIGAN U.	X	X		12	3	5	119	X				X			X			X	
62. W. ONTARIO U.	X	X		17	13		133			X				X	X	X	X		

APPENDIX B. — Continued

[illegible]

APPENDIX C. COURSE PROFILES

Subjects Foundations	Schools with reg. offerings	Ave class size	Ave. Annual Enrollment	Enrollment trend	Staffing characteristics
1. Hist. of Books & Libraries (survey)	13	20	260	Stable	Full-time (95%) professors (45%) with relevant subject-area doctorate (100%).
Note: Although two schools continued to require such a course until 1976, it is now totally an elective. This general historical background is now more often part of a general introductory course designed to provide incoming students with a formative experience and initial professionalization according to ALA recommendations. Three schools expand this combination course into a year-long survey in order to achieve coverage in both breadth and depth.					
2. History of Libraries & Librarianship	27	21	567	Slightly decreasing	Full-time (95%) professors (47%) with relevant subject-area Ph.D. or DLS (62%).
Note: This course exists primarily as a survey from ancient times to modern libraries, with more emphasis on institutional than professional development. Two schools limit the scope of this course to American library history, enabling coverage in greater depth; most schools offer directed study in library history, but one (Kent State) specifically offers an advanced seminar on problems in Library history. Two others offer the survey plus an advanced course for greater treatment of American library history. Only one school specifies that such a course covers archives as well as libraries.					
3. History of Books, Printing, & Publishing	47	19	893	Stable	Full-time (75%) Ass't Professor (47%) with Ph.D. (68%) in Lib. Science, or in descending frequency; history; English; classics; foreign languages.
Note: This subject is treated in a variety of formats from single-term courses to full-year coverage chronologically divided by the manuscript and typographic periods (or ca. pre-1550; 1550-1800, 1800-, for quarter systems). Books and printing receive primary attention; publishing is included tangentially in total surveys but more consciously in those courses stressing developments from 1500 to the present. Half of the courses concentrate on the period 1500-1800; only those with sequenced offerings attempt to treat manuscript production in any depth (less than 10% of the faculty teaching these courses publish on manuscripts). Three schools teach special courses on magazine publishing which are described as historical by their official titles; in addition to directed reading or study, three other schools provide advanced courses in historical bibliography. Publishing and book trade are topics often pulled into separate courses by the same instructor. Titles vary, with "History of Books and Printing" predominant; others include "Graphic Communications" and "Cultural Foundations" of the Old and New World					

APPENDIX C. — Continued

3. History of Books, Printing, & Publishing (cont'd)

when the book is treated against a background of Western Civilization. 60% of schools offering Children's literature claim that the subject is treated historically; a random check on syllabus samples, reading lists, and academic credentials of the faculty, suggests that many of these would not stand a test of critical historical scholarship, but are instead mere historical background components or introductions.

Subjects						
Specializations		Schools with reg offerings	Ave. class size	Ave. Annual Enrollment	Enrollment trend	Staffing characteristics
4. Rare Books & Special Collections Librarianship		18	12	216	Stable	Part-time adjunct appointments (50%) with appropriate experience, but only 45% hold doctorates; of the 65% with Master degrees, one-third have subject-area MA's rather than the MLS.
Note: Most rare book librarianship courses are seminars held once annually by visiting or adjunct-lecturers. Titles vary slightly with "Rare Book Librarianship" predominating, although one is entitled "Curatorship of Historical Collections"; none are entitled "Special Collections", possibly to avoid confusion with coursework commonly called "Special Libraries" which tends to stress scientific, technological, government, and business institutions. Limited enrollments usually permit use of primary sources in instruction; often the class meets in the school or the lecturer's own institution's rare book collection, supplemented by visiting lecturers and tours to area repositories. Two additional schools have irregular courses on rare books. See the APHA survey for a list of the kinds of institutions visited on field trips in these courses.						
5. Archives & Modern Manuscripts		37	16	592	Increasing	Part-time (75%) adjunct lecturers with subject-area Ph.D.'s (84%); History degrees predominate.

Note: Seven of the schools have irregular offerings, while of those courses available through library schools, nine institutions cooperate informally with history departments or neighboring archives and historical societies and transfer archival credits from history to library science. Six libraries have formal cooperative arrangements whereby archival coursework is cross-listed between history and library science; ten of the schools offer multiple courses; usually one is on archival management and administration coupled with a practicum or internship; nine schools have single offerings but presumably could also arrange internships. Two schools stress archives existing within library operations; one school splits manuscripts' curatorship from other courses in archives; and two others distinguish between archives and records management.

APPENDIX C. — Continued

Subjects Support Electives	Schools with reg. offerings	Ave. class size	Ave. Annual Enrollment	Enrollment trend	Staffing characteristics
6. Conservation & Restoration	6 (17)	19 (19)	114 (323)	Slightly increasing	Part-time adjunct lecturers (75%), half of whom possess doctorates

Note: Instructors are usually sought from the ranks of practicing conservators at nearby institutions, even when team-taught with a full-time faculty member. Main purpose is not to train conservators but to provide an introduction only; two are very chemically oriented, while others are more environmental and managerial. Two additional schools offer irregular courses and two library schools have begun sponsoring summer conservation institutes. There is no formal relationship, however, between any ALA-accredited library school and the American Master's degree programs for conservators. Internship possibilities exist, but opportunities vary according to access to small workshops; conservation laboratories often conduct their own internship programs. Several schools attempt to incorporate units on conservation into other courses, i.e., management, library facilities, or technical services. 17 schools by 1978 had some kind of conservation offering, often in workshop formats.¹

7. Bibliography (Analytical, Descriptive, & Critical)	22	12	264	Slightly decreasing	Part-time (63%) appointees predominate; rank varies; a minority possess their doctorate (38%) in History & English; of the rest with Master's degrees (62%), two out of three have subject-area degrees (English) rather than the MLS.
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Note: Titles vary, denoting the lack of consensus concerning the various types of 'archaeological' analysis of the book as an artifact: Analytical, Descriptive and Critical are adjectives used to distinguish advanced bibliography from reference courses, subject-area bibliography, or courses treating enumerative and integrated bibliographic compilations. Four schools simply label these courses as "Introduction to Bibliography" or "Bibliography and Librarianship." Only one course focuses equally on codicology, that is, analytical bibliographical principles applied to manuscript codices. Most are offered as advanced seminars related to specializations in the humanities or as a cataloging specialty; however, a sampling of coursework reveals little application of automated text processing or computer cataloging. One school offers a special seminar on computers and non-numeric processing, but does not offer advanced bibliography. Several schools do little more than mention this area in their humanities reference courses as a general bibliography orientation. Six schools operate their own printshops with either directed study or special courses designed to teach printing to bibliographers and students of book arts.

¹

Note that the 1977-78 survey by the Preservation Committee of the ALA Technical Services Division update the 1976 survey by Gay Walker, but that the latter is misleading in several ways and is not altogether accurate. Many of its inclusions are irregular, or are packaged in workshop formats for continuing education.

APPENDIX C. — Continued

Subject Support Electives (cont'd)	Schools with reg. offerings	Ave. class size	Ave. Annual Enrollment	Enrollment trend	Staffing characteristics
8. Publishing & Book Trade	29	21	609	Stable	Full-time (95%) professors (45%), only 30% of whom possess a doctorate; 54% have their MLS, the others a subject-area MA.
Note: Several schools attempt to incorporate elements of publishing and book trade topics in their technical services and especially 'selection and evaluation' courses for acquisitions. However, such components are seldom historical. All schools with regular offerings (or multiple courses in one case) focus on twentieth-century and even more so contemporary productions. (Consequently, other than for introductory material, historical treatment tends to be packaged in 'History of Books and Printing' coursework. An additional school offers the course irregularly.					
9. International and/or Com- parative Librarianship	29	14	406	Slightly increasing	Full-time (90%) professors (82%) with doctorates (91%).
Note: Four additional schools offer such a course occasionally; one recently dropped the course from its curriculum. The dominant focus is in European, especially British, librarianship compared with U.S. and Canadian practices, with secondary consideration of IFLA and UNESCO activities and information services in the developing Third World. Two schools have irregular offerings devoted to Latin America; one offers special bibliographical coverage of African literature.					
10. Reprography or Micro- graphics	9	19	171	Increasing	Staffing is equally divided between full- and part-time instructors (50%). The majority (67%) have their MA or MLS but not doctorate.
Note: Elements of reprography are often treated in technical services, or at other schools in coursework related to media and educational librarianship. Special courses vary from micrographic technology alone to its relationship with ISAR and SDI systems. Focus is usually on bulk materials like newspapers, etc.. seldom on rare items and in relation to conservation programs, and only sporadically does consideration of archival reprography enter into these courses. Likewise, the technological expertise of faculty varies immensely; few research or publish regularly in this field.					

APPENDIX C. — Continued

Subjects Support Electives (cont'd)	Schools with reg offerings	Ave. class size	Ave. Annual Enrollment	Enrollment trend	Staffing characteristics
11. Special Materials	24	20	480	Stable	Full-time faculty (86%) equally distributed by rank (1/3 Asst., Ass., and full profes- sors), the majority (67%) with doctorates.
Note: This category is difficult to characterize because of confusion in curricula between special libraries, educational media, and courses considering the special handling of non materials. Whereas most courses treat a variety of formats, some schools offer specialty courses in map librarianship. Records management, manuscripts or other loose documentary material for archival processing are topics seldom discussed under the rubric 'Special' or 'nonbook' materials; all treat film, tapes, slides, etc. for audiovisual documentation.					
Sampling Cognate Courses					
12. Oral History & Folklore	5	12	60	Stable	Part-time visiting appointments (67%) of instructors predominately; faculty have MA or MLS, but usually not a doctorate.
Note: Whereas only 5 schools offer specific courses in oral history regularly, nearly one-third of the survey respondents suggest transferable electives of these courses in history (Oral History) or English (Folklore). Most schools offering coursework in children's literature treat oral tradition in connection with storytelling; three schools have advanced courses in children's literature which go beyond storytelling technique to oral and aural communication. A sampling of such coursework revealed little critical historical scholarship.					
13. Resources of American Libraries	7	15	105	Stable	Taught by full-time (100%) professors (60%) with doctorate in library science (100%).
Note: The focus in such courses is on academic and research libraries, often with attention to their "special collections" and subject-area strengths, and the application of bibliometrics, etc. to collection building. Many schools incorporate locations of research collections in their subject-area reference courses.					

APPENDIX C. — Continued

Sampling: Cognate Courses (cont'd)	Schools with reg. offerings	Ave. class size	Ave. Annual Enrollment	Enrollment trend	Staffing characteristics
14. Museum Librarian- ship	6	20	120	Slightly increasing	Full-time (80%) Asst. professors (40%) with subject-area PhDs (60%).
Note: Library schools offering such coursework do so with specialization in art librarianship; museology is interpreted predominantly as gallery work. These courses tend to be special art librarianship courses beyond the subject-area reference course or as an extension of it. Several schools offer irregular courses under varying titles; survey respondents often referred to transferable electives in art departments, some of which were part of cooperative or joint programs. One school refers to museology in the anthropology department; no respondents related museum librarianship to state and local history. This subject is commonly treated in "Special Libraries" courses.					
15. Government Documents	48	25	1200	Increasing	Full-time faculty (80%) equally distributed in rank (27% lectures; 24% asst.; 27% full professors); half possess their doctorates, with nearly as many (40%) possessing the MLS also.
Note: Course titles vary from "Documents" to "Information Systems." Canadian schools focus on Canadian publications; American schools on U.S. documents. Four schools irregularly offer special courses on foreign or international government documents. The focus, however, tends toward access and control, seldom on government production as a case study in publishing: that is reserved for courses in publication <u>per se</u>.					
Related Regular Offerings:	Ref. Humanities and Arts Ref. Social Sciences Special Libraries Instructional Media Directed Study Internship/practicum/Field Study		Administration & Management Data Processing Indexing and Thesauri construction Research Methods		
Related irregular offerings:	Education for Librarianship Public Relations for Libraries Grantsmanship		Manuscripts Techniques of Book Illustration Printing for Bibliographers Book Collecting and Librarianship Genealogy		

**APPENDIX D. HISTORICAL COURSEWORK IN ALA-ACCREDITED
LIBRARY SCHOOLS, 1965/66-1977/78**

Source: The enrollment data for history courses (lines 1-6) for the years 1965-66 through 1975-76 were compiled by Prof. David Kaser of the Indiana University library school for a discussion at the ALIS Conference in Washington, D.C., 1976. Enrollment data for 1976-77 were supplied by the GLIS survey.

	1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76	1976/77	1977/78	
1. HISTORY OF BOOKS	1184	1329	1579	1462	1392	1434	1577	1528	1665	1346	1303	1134	(957)	
2. HISTORY OF LIBRARIES	447	686	709	812	755	825	493	571	591	710	515	567	(559)	
3. HISTORY OF PERIODICALS	75	31	53	64	36	43	50	56	22	28	18	--	--	
4. HISTORY OF LITERATURE	56	66	37	58	91	52	105	110	136	75	125	--	--	
5. OTHER HISTORY	--	3	--	32	21	24	45	28	31	49	42	--	--	
6. TOTAL ENROLLMENT	1762	2115	2378	2428	2295	2378	2270	2293	2445	2208	2003	1701	(1484)	
7. TOTAL GRADUATES	Reported Adjusted	3552 4158	4030 4312	4625 4841	4970 5520	5569 6149	5670 6630	6079 7222	6336 7169	6370 7600	6010 7308	5415 6540	5467 6604	5442 5530
8. REPORTING SCHOOLS/ ACCREDITED GRADUATE SCHOOLS	35 41	41 44	43 45	45 50	48 53	47 55	48 57	53 60	52 62	51 62	53 64	53 64	62 63	
9. % OF GRADUATES IN HISTORY COURSES	Reported Adjusted	49.6 42.4	52.5 49.0	51.4 49.1	48.9 44.0	41.2 37.3	41.9 35.9	37.3 31.4	36.2 32.0	38.4 32.2	36.7 30.3	37.0 30.7	32.1 25.8	(27.3) (26.8)
10. AVERAGE SIZE OF GRADUATE CLASS		101	98	108	110	116	120	127	119	123	117	102	103	88
11. AVERAGE SIZE OF HISTORY CLIENTELE	Reported Adjusted	50 43	51 48	56 53	54 48	48 43	50 43	47 40	43 38	47 40	43 35	38 31	38 27	24 24

APPENDIX E. FACULTY IN ALA-ACCREDITED LIBRARY
SCHOOLS TEACHING IN RARE BOOK LIBRARIANSHIP
AND ALLIED FIELDS

Faculty members in ALA accredited schools whose subject areas include fields:
5) manuscripts; 9) Bibliography (descriptive, analytical); 10) special
libraries and materials, (archives, manuscripts, and rare books); and field
14) the history of books, printing, and libraries, as reported in the Directory
of the Association of American library schools, JEL Special edition, (1978), are:

University of Alabama	Ramer, James D., dean Barbe, Waverly	10(rare books), 14 10(archives)
Alabama A&M University	_____	
State University of New York, Albany	Clarkin, William	14
University of Arizona	Maxwell, Margaret	10(rare books), 14
Atlanta University	_____	
Brigham Young University	_____	
University of British Columbia	Stokes, Roy B., director Bernard, Richard Hagler, Ronald	10(rare books), 14 also 9, crit. des. textual bibliography 10(rare books) 14
State University of New York, Buffalo	Bobinski, George S., dean	14
University of California, Berkeley	Harlan, Robert D. ass. dean Danton, J. Periam Mosher, Fredric J. Brechtka, Frank (PT)	10(rare books) and 9 des. bibl. 14 10(rare books), 14 9(hist. bibl)
University of California, Los Angeles	Horn, Andrew H. Thomas, Diana M. Mink, James V. (PT)	9(hist., analyt.), 14 9(hist., analytical), 14 10(archives, mss.)
Case Western Reserve University	Ravski, Conrad H., dean Shera, Jesse H. Helmuth, Ruth (PT) Miller, Genevieve (PT)	14 14 10(archives, mss.) 10(archives, mss.)
Catholic University of America	Witty, Francis J. Edelstein, Jerome M., (PT) Key, Betty (PT) Viola, Herman (PT) Glenn, James R., (PT)	14 10(rare books) 10(oral history) 10(archives) 10(archives)

APPENDIX E. — *Continued*

University of Chicago	Winger, Howard	14
	Conaway, Frank (PT)	14
Clarion State College		
Columbia University	Belanger, Terry	10(rare books), 14
	Dain, Phyllis S.	14
	Stieg, Margaret	10(archives)
	Thompson, Susan O.	14 and preservation
	Lohf, Kenneth A. (PT)	10(rare books)
	Mason, Elizabeth R. (PT)	10(oral history)
	Starr, Louis M.	10(oral history)
Dalhousie University	Ettlinger, John R.T.	10(rare books), 14
	Armour, Charles (PT)	10(archives)
University of Denver	Nichols, James E.	14
	Stokes, William H.	10(des. bib.), 14
Drexel University	Halperin, Michael (PT)	10(archives)
Emory University	Emmons, Julia	14
	Hart, Carol (PT)	10(archives)
Emporia Kansas State University	Meder, Marylouise D.	14
Florida State University	Blazek, Ronald	14
State University College, Geneseo	Mills, Josephine	14
	Poste, Leslie	10(archives, rare books)
University of Hawaii	Lundeen, Gerald W.	10(preservation)
	Suzuki, Yukihisa	14
University of Illinois	Krummel, Donald W.	10(rare books), 14
	Richardson, Selma	14
	Stevens, Rolland E.	14
	Brichford, Maynard (PT)	10(archives)
Indiana University	Kaser, David	14
	Bennett, Josiah (PT)	10(rare books)
	Newman, John (PT)	10(archives)
	Taylor, Sandra (PT)	10(archives)
University of Iowa	Laughlin, Mildred	14
Kent State University	Jackson, Sidney L.	14
	Wynar, Lubomyr R.	14

APPENDIX E. — Continued

University of Kentucky	Casden, Robert E.	10(rare books), 14
	Harris, Michael H.	14
	Marshall, Bill (PT)	14
	McCann, Claire (PT)	14
Long Island University	Moffat, Edward S., III	14
	Winckler, Paul A.	14
Louisiana State University	Miksa, Francis J.	14
University of Maryland	McCrack, Lawrence	5(hist. bibl.), 10(archives), 14
	Wellisch, Hans	9(ling.)
	Burke, Frank (PT)	5(mss.), 10(archives)
	Dean, John (PT)	19(conservation)
McGill University	McNally, Peter F.	10(rare books), 14
	Caye, Marcel (PT)	10(archives)
	Lewis, Elisabeth (PT)	10(rare books)
University of Michigan	Slavens, Thomas P.	14
	Blouin, Francis X. (PT)	10(archives)
	Avrin, Leila R. (PT)	14
	Braun, Joan M. (PT)	14
University of Minnesota	Maack, Mary W.	14
University of Missouri	Flood, Francis J.	14
	Lehmann-Haupt, Hellmut (PT)	10(rare books), 14
Université de Montreal	Lajeunesse, Marcel	14
	Couture, Carol (PT)	10(archives)
	Gelinas, Yvon (PT)	14
University of North Carolina	Holley, Edward G., dean	14
	Gamble, Budd L.	14
	McMullen, Haynes	14
	Koda, Paul (PT)	10(rare books), 14
	Russell, Mattie U. (PT)	5(mss.), 10(archives)
North Carolina Central Univ	Speller, Benjamin	14
Northern Illinois University	Stieg, Lewis F., Chm.	14
	Colson, John C.	10(archives), 14
North Texas State University	-----	
George Peabody College	Rothacker, J. Michael	14
University of Pittsburgh	Delefsen, Ellen	14
	Hoiges, Margaret (Emer.)	10(folklore)
	Manheimer, Martha	10(rare books), 14

APPENDIX E. — Continued

	Wray, Wendell	10(oral history)
	Zabrosky, Frank(PT)	10(archives)
	Almagno, Fr. Romano(PT)	9(des. bibl.), 10(rare books)
Pratt Institute	Karlowich, Robert A	14
	Simor, George(PT)	10(archives, rare books), 14
Queens College	Colby, Robert A.	10(Vict. cult. hist.), 14
	Forrest, Frederick A.	14
	Lewis, Stanley	14
Rosary College	Brace, William	14
	Spahn, Theodore	14
	Quinn, Patrick(PT)	10(archives)
Rutgers University	Smit, Pamela R.	14
	Force, Stephen(PT)	14
St. John's University	Rodriguez-Buckingham, Antonio, Chm.	14
	Love, Mildred	10(rare books), 14
Simmons College	Jussim, Estelle	14
	Peace, Nancy	10(archives)
University of South Carolina	Pope, Elspeth	14
	Zachert, Martha Jane	14
University of Southern California	Lange, Clifford	10(archives)
	Thomson, Dennis	14
Southern Connecticut State College	Libbey, David	14
	Parker, Wyman	14
University of South Florida	Gates, Jean Key	14
	Dobkin, Joseph(PT)	14
Syracuse University	Lenke, An'je B.	10(art, mus., arch.), 14
University of Tennessee	Robinson, William C., Dir.	14
University of Texas	Sparks, C. Glenn, dean	14
	Davis, Donald G.	14
	Bowden, Ann(PT)	10(rare books & mss.)
	Kielman, Chester V.(PT)	10(archives)
Texas Women's University	Turner, Frank L.	14
	Marino, Samuel J.(PT)	14
University of Toronto	Halpenny, Frances G., dean	10(Can. Lit.)
	Anderson, Margaret E.	14
	Donnelly, F. Dolores	9(Canadian), 14
	Fleming, E. Patricia	10(Canadian), 14
	Bovafield, Hartwell(PT)	10(archives)
	Landon, Richard G.(PT)	9(des. bibl.)
	Neill, Desmond(PT)	14

APPENDIX E. — Continued

University of Washington	Skelley, Grant T. Berner, Richard(PT)	10(rare books), 14 10(archives)
Wayne State University	Gilbert, Edward(PT)	10(arch., conservation)
Western Michigan University	Berneis, Regina F. Comaromi, John P. Gillham, Mary A. Bowman, Mary Anne	10(rare books), 14 14 14 10(rare books)
University of Western Ontario	Cameron, William J. McCamus, Betty M. Hotinsky, C.M. Schulte-Albert, H.	10(rare books), 14 14 14 14
University of Wisconsin	Ham, F. Gerald(PT)	10(archives)
University of Wisconsin - Milwaukee	Olson, Frederick I., dean	10(arch., rare books), 14

APPENDIX E. — Continued

Associate Institutional Members:

University of Alberta	DeScossa, Catriona	14
	Brundin, Robert	14
	Henderson, Mary E.P.	14
	Parker, James	10(archives)
	Strathern, Gloria	10(archives)
Auburn University	Krause, Bettine J.	14
Ball State University	Tavis, Raymond H.	14
Bowling Green State University		
Bridgewater State College	Neubauer, Richard	14
Central Michigan University		
Central Missouri State University		
Chicago State University	Bolt, Janice	14
East Carolina University	Boyce, Emily S.	14
	Collins, Donald E.	14
East Tennessee State University	Baird, Dorothy S.	14
Indiana State University		
Kutztown State College	Kanaasky, William	10(rare books), 14
James Madison University		
Mankato State University		
Memphis State University	Lenz, Millicent A.	14
University of Mississippi		
Murray State University	Stroecker, Edwin C.	14
University of North Carolina Greensboro		
University of Oklahoma	Bruno, J. Michael	14
	Clark, Harry	14
Our Lady of the Lake University		
University of Puerto Rico	Fernandez Ortiz, Arturo, dir.	14
	Faunce, Maria	14

APPENDIX E. — Continued

Purdue University	Whitenack, Carolyn I.	14
University of Rhode Island	Tryon, Jonathan S.	14
	Maalyn, David(PT)	10(spec. coll., arch.)
21. Cloud State University	Schulzetenberg, Anthony C.	14
	Busse, Lawrence R.(PT)	10(rare books)
	Elsen, Marie K.(PT)	10(arch., rare books)
Sam Houston State University	Thorne, Bonnie B.	14
San Jose State University	Morell, Irene	14
Shippensburg State College	Toney, Bernard	14
Southern Illinois University	Butts, Gordon	14
	Dale, Doris	14
University of Southern Mississippi	Boyd, William	14
	Tracy, Warren F.(PT)	14
	Anderson, Paul G.(PT)	10(archives), 14
Spalding College	Apple, Mary A.(PT)	14
University of Toledo	_____	
University of Utah	_____	
Villanova University	_____	
Western Kentucky University	Smith, Robert C.	14
West Virginia University	Gribble, Stokely(PT)	14
University of Wisconsin - Oshkosh	Burke, Redmond	14

APPENDIX F. COMPARISON OF STUDENT/FACULTY RATIOS, 1976/77

Rank by FTA; Faculty size	Rank by FTE; ave. Graduate class size	Rank by student/ faculty ratio
22-Toronto	273-Simmons	3.75-Dalhousie
19-Maryland	256-Michigan	4.00-Alabama
18-Pittsburgh	248-S. California	4.50-Kent St.
18-Rutgers	243-Maryland	4.70-British Columbia
18-Simmons	225-Pittsburgh	4.89-Texas Women's
17-Denver	210-Rutgers	5.00-Arizona
17-W. Ontario	200-Indiana	5.20-S. Carolina
16-Drexel	197-Columbia	5.40-Montréal
16-Michigan	190-Rosary	5.43-Tennessee
15-Case Western Res.	180-Florida St.	6.13-Chicago
14-N. Carolina	180-S. Florida	6.29-N. Carolina
14-Texas	175-Queens, SUNY	6.43-N. Illinois
13-UCLA	160-California	6.82-S. Connecticut
13-Columbia	157-Drexel	7.05-Toronto
13-Indiana	155-Illinois	7.46-UCLA
13-Kentucky	155-Toronto	7.69-Kentucky
13-Queens, SUNY	151-Long Island	7.82-W. Ontario
13-Rosary	151-Pratt Inst.	8.00-Emporia St.
13-S. California	150-Denver	8.00-Iowa
12-Florida St.	143-Wisconsin	8.30-Minnesota
12-Syracuse	140-Case Western Res.	8.36-Texas
12-Washington	140-Wayne St.	8.43-McGill
12-W. Michigan	133-W. Ontario	8.82-Denver
12-Wisconsin	132-Geneseo, SUNY	8.89-Hawaii
11-Geneseo, SUNY	130-Syracuse	9.00-Oregon
11-Illinois	130-Washington	9.33-Case Western Res.
11-Long Island	117-Texas	9.58-W. Michigan
11-S. Connecticut	115-W. Michigan	9.81-Drexel
10-Alabama	112-Catholic	10.00-Emory
10-British Columbia	104-Peabody	10.83-Syracuse
10-California	100-Kentucky	10.83-Washington
10-Catholic	100-Louisiana St.	10.89-Buffalo, SUNY
10-Emporia St.	98-Buffalo, SUNY	11.20-Catholic
10-Kent St.	97-UCLA	11.43-Atlanta
10-Minnesota	90-Emory	11.43-Missouri
10-Montréal	90-Oregon	11.67-Rutgers
10-Oregon	88-N. Carolina	11.92-Wisconsin
10-Pratt Inst.	83-Minnesota	12.00-Geneseo, SUNY
10-S. Carolina	80-Atlanta	12.50-Louisiana St.
9-Buffalo, SUNY	80-Emporia St.	12.50-Pittsburgh
9-Emory	80-Hawaii	12.79-Maryland
9-Hawaii	80-Missouri	13.46-Queens, SUNY
9-Texas Women's	75-S. Connecticut	13.73-Long Island
9-Wayne St.	72-Iowa	14.09-Illinois
8-Arizona	59-McGill	14.62-Rosary
8-Chicago	54-Montréal	15.00-Florida St.
8-Dalhousie	52-S. Carolina	15.10-Pratt Inst.
8-Iowa	49-Chicago	15.15-Columbia
8-Louisiana St.	47-British Columbia	15.17-Simmons
7-Atlanta	45-Kent St.	15.38-Indiana
7-McGill	45-N. Illinois	15.56-Wayne St.
7-Missouri	44-Texas Women's	15.94-Michigan
7-N. Illinois	40-Alabama	16.00-California
7-S. Florida	40-Arizona	17.33-Peabody
7-Tennessee	38-Tennessee	19.08-S. California
6-Peabody	30-Dalhousie	25.71-S. Florida

IFLA standards
1/12 ratio

Source: "Standards for Library Schools," *IFLA Journal* 2:217, 1976.

APPENDIX G. PROGRAM OUTLINES FOR RARE BOOK AND ALLIED STUDIES AT UMCPL

ADVANCED STUDIES IN ARCHIVES, MANUSCRIPTS, AND HISTORICAL COLLECTIONS

Advisory module for specialization in RARE BOOKS & HISTORICAL MANUSCRIPTS

.....

The advanced studies curriculum consists of a minimal 54 credit hours of study, normally distributed over 5 semesters. A thesis is optional but recommended, normally in the subject-area concentration; minimally two research seminars must be completed, with original work focusing on topics related to the specialization (period books, printing, manuscript production, publishing, and book trade, etc.). A practicum is required unless this requirement is satisfied by previous experience. Reading competence in at least two foreign languages must be demonstrated, normally in French and/or German, and Latin. Required courses for this specialty are marked with an asterisk in the following guide. Noncredit coursework in area institutions (Smithsonian Associates program, i.e. binding, printing, calligraphy, etc.) is highly recommended. Cognate fields may be developed in Museology (art history) and Industrial Education (Graphics Communications for printing technology).

.....

HISTORY

Core:

- | | | |
|---|---|----|
| HIST 600 Historiography and/or | } | 6+ |
| *HIST 601 Historical Research Methods (preferred) | | |
| HIST 801A Historical Editing | | |
| HIST 801B Advanced Historical Editing | | |

Subject-area concentration:

- | | | |
|---|---|----|
| HIST 400+ Choice of 20 examination fields; a concentration series in Europe and America, ca. 1200-1800 is recommended | } | 9+ |
| HIST 700 Readings & colloquia series | | |
| *HIST 800 Research seminars (two are required) series | } | 6+ |

Allied field: recommended

- | | | |
|--|---|----|
| HIST 405 Introduction to Archives and Manuscript | } | 6+ |
| HIST 406 Repositories, I-II | | |
| HIST 619 NARS Institute in Archival Administration | | |

Minimal credits for M.A. in History

21

Recommended credit hours for the M.A.

30

LIBRARY & INFORMATION SERVICES

Core:

- | | | |
|--|---|----|
| *LBSC 600 Proseminar: Library Development & Operations | } | 12 |
| *LBSC 651 Intro. to Reference & Information Services | | |
| *LBSC 671 Organization of Knowledge in Libraries | | |
| *LBSC 611 History of Archives and Libraries | | |

APPENDIX G. — Continued

Bibliographic studies:		
*LBSC 751 Literature & Research in Humanities and/or	}	9+
LBSC 752 Arts (preferably both)		
*LBSC 612 History of Books & Printing; prerequisite to		
*LBSC 712 Intro. to Codicology & Critical Bibliography		
Curatorial Administration:		
*LBSC 735 Curatorship of Historical Collections	}	6+
LBSC 782 Seminar on Manuscript Collections		
LBSC 630 Library Administration and Organization		
LBSC 499 Workshop: Advanced Manuscript Administration		
Technical Services:		
LBSC 783 Intro. to Technical Services (recommended)	}	3+
*LBSC 708 Intro. to Conservation of Archival & Library Materials		
LBSC 708 Intro. to Preservation & Restoration Technology & Management (recommended)		
LBSC 785 Introduction to Reprography		
LBSC 499 Workshop: Conservation & Collection Management		
Cognate fields: recommended		
Data Processing & Information Storage & Retrieval	}	12+
Publishing & Book Trade		
Printing & Graphic Communications		
Museology		
Minimal credits for the MLS		27
Recommended credit hours		33
Subtotals		48 63

PROGRAM OPTIONS

I. Thesis	6 hours of directed studies leading to a master's thesis or its equivalent, with the intention of matriculation into a doctoral program. This option requires permission from the program coordinators and the consent of a thesis advisor. It is recommended for students who earn a minimal 3.5 GPA in the first year of studies.	6+	
II. Non-thesis	6 hours of electives, not necessarily confined to CLIS or History courses, for a terminal degree course of study (with no intention of pursuing a PhD subsequently). At least one elective must be a practicum or field study in a rare book library under the supervision of a professional, amounting to 100 hours of work, unless this requirement is satisfied by previous experience.	6+	3
Minimal credit hours for the MA & MLS degrees			54
Recommended credit hours			66

Note: The subject-area in History has no minimal credit hour requirement, but candidates must pass an examination in their fields given by a committee of 3 faculty.

APPENDIX G. — *Continued*

UNIVERSITY OF MARYLAND
COLLEGE OF LIBRARY AND INFORMATION SERVICES
DEPARTMENT OF HISTORY

TWO-YEAR CURRICULUM FOR THE MLS AND MA IN HISTORY DEGREES

PROGRAM REQUIREMENTS AND PLANNING

This course of study requires a minimum of 54 credit hours for the two degree programs. It is ideally to be completed in two years of full-time study. The recommended schedule is two semesters (24 hours), one summer session (6 hours) plus another two semesters full-time (24 hours). Prospective students are advised that the two-year directed course of study will normally involve enrollment for a minimum of five terms.

In addition to the total credit hours required, the following specific requirements must be fulfilled:

- 1) An overall F average (3.0 gpa) in all coursework is necessary for graduation.
- 2) Satisfaction of the College's requirements for core coursework amounting to 9 hours: IBSC 600, 651 and 671.
- 3) Satisfaction of the Department's requirements of core coursework amounting to 9 hours: HIST 600 or 601, plus two graduate research seminars at the 800 level. Specialization options may have specified course selections.
- 4) All students should distribute their coursework proportionately so that a minimum of 24 hours are taken in both the College and Department. The remaining six are electives and may be taken outside either participating unit. See the included curricular guides for recommended course distributions.
- 5) Students must pass a written examination based on the history courses taken, to be set and graded by three history faculty members designated by the Department's coordinator for the course of directed study. If the student is accepted into the CHPS (Committee on the History and Philosophy of Science, an interdisciplinary faculty offering special graduate courses) program, the examination is administered by CHPS.
- 6) The student is expected to select one of four main options within the program leading to a specialization according to the attached modules. These are designed as guides for course selection to insure integration of courses into a genuine directed study program. They should be followed as closely as possible, but deviation from the prescribed course of study can be approved by the program coordinators. In each case, work in the College is to be pursued simultaneously with that in the Department and it is recommended that each term courses be distributed equally between History and Information Studies.

CURRICULAR DESIGN

There are four main curricular structures possible within the advanced studies curriculum. They are:

- I. Archives and Manuscripts
- II. Rare Books and Special Collections
- III. Scholarly editing and publishing
- IV. Subject-area specialization, for academic and research libraries reference and bibliographic work.

APPENDIX G. — *Continued*

These are basic guides which provide for flexible scheduling and individualized course selection, yet offer a governing sense of structure, coherence and practical advice. They should be followed closely, with modifications approved by advisors working with the coordinating team. If options I-III are not appropriate and IV needs redesign to meet special interests, this fourth option is flexible enough to accommodate a variety of curricular plans.

APPENDIX G. — Continued

I. MA-MLS CURRICULUM: ARCHIVES AND MANUSCRIPTS

HISTORY

Core Requirements:		Credit Hours
HIST 600	Historiography and/or	
HIST 601	Methods in Historical Research (preferred)	3
HIST 618	Seminar in Historical Editing	3
		3
HIST 405	Introduction to Archives and Manuscripts	
HIST 406	Field Study in Archives	3
		12
Content Electives ¹		
HIST 600	Two courses supporting subject-area	3
Series	Specialization	3
		6

Specialization in Archives, with one or more fields of concentrated study in 800-level seminars. Three 400-level courses may be taken with consent of advisor to fill the content elective requirement; additional seminars can substitute for 400-600 series courses.

24

LIBRARY AND INFORMATION SERVICES

Core Requirements:		
LBSC 600	Proseminar: Development and Operation of Library and Information Services	3
LBSC 651	Introduction to Reference and Information Services	3
LBSC 671	Organization of Knowledge in Libraries I	3
LBSC 611	History of Archives and Libraries	3
		12
Information Science:		
LBSC 675	Introduction to ISAR Systems (preferred) and/or	
LBSC 737	Seminar in the Special Library;	3
LBSC 690	Introduction to Data Processing for Libraries and/or	
LBSC 775	Construction and Maintenance of Indexing Languages and Thesauri and/or	
LBSC 708V	Information Processing for Small-Scale Environments	3
		6

¹It would normally be expected that students would elect American history courses to work in American archival institutions and to qualify for Federal Civil Service positions. However, if students are research oriented, seek to work in comparative or international librarianship and archival studies, or wish specialization in diplomatic archives, they may petition to enroll in non-US History courses to support their programs.

APPENDIX G. — Continued

Specialization Seminars:

LBSC 735	Curatorship of Historical Collections	3
LBSC 782	Seminar on Manuscript Collections;	3
LBSC 708U	Conservation of Archival and Library Materials (by consent of advisor, LBSC 499G Collection and Conservation Management Workshop)	
LBSC 785	Introduction to Reprography	<u>3</u>
		<u>9</u>
		24

ELECTIVE OPTIONS

1. 5-hours of directed study leading to a Master's thesis with the intent to matriculate into a doctoral program at another institution. Permission is required from the program coordinators for the arrangement of a thesis advisor; a minimal GPA of 3.5 in core courses is required.²
2. 6-hours of electives for a terminal program (with no intention of advancing to doctoral studies). Electives should be chosen with consent of the divisional coordinator to strengthen a student's total educational preparation and may include an additional internship within environs different from those of the archival practicum. Additional coursework in administration and automation is advisable.

6
5 1/2 hours

²Students electing the thesis option should obtain a reading knowledge of at least one foreign language which supports their research interests and is attested by their thesis director.

APPENDIX G. — Continued

II. MA-MLS CURRICULUM: CURATORSHIP FOR RARE BOOKS AND SPECIAL COLLECTIONS

HISTORY

Core Requirements:		Credit Hours
HIST 600	Historiography and/or	3
HIST 601	Methods in Historical Research (preferred);	3
HIST 818	Seminar in Historical Editing	6

Content Electives:		
HIST 600	Focus on pre-1824 American History	3
HIST 700	and/or	
Series	Focus on Medieval - Early Modern Europe (1200-1800)	6
		9

Content Seminars:		
HIST 800	Focus on pre-1825 American History	3
Series	and/or	
	Focus on Medieval - Early Modern Europe (1200-1800)	3
		6

Two 800-level research seminars are required; additional seminars may be taken as content electives. Specialization in American History before 1825 and/or European History (Medieval-Early Modern) is recommended.

21

LIBRARY AND INFORMATION SERVICES

Core Requirements:		
LBSC 600	Proseminar: Development and Operation of Library and Information Services	3
LBSC 651	Introduction to Reference and Information Services	3
LBSC 671	Organization of Knowledge in Libraries I	3
		9

Historical Bibliography Field:

LBSC 611	History of Archives and Libraries in Western Civilization	3
LBSC 612	History of Books and Printing	3
LBSC 712	Introduction to Codicology and Critical Bibliography;	3
LBSC 751	Literature and Research in the Humanities and/or	
LBSC 752	Literature and Research in the Arts (with advisor's permission)	3
		12

NOTE: Reading competency in two languages is a minimal requirement for this specialization, and normally it would be expected that students have utility in German and/or French and in Latin. Other language requirements may be imposed by the thesis advisor if option 2 is taken; these would be determined by the student's own research interests and should be attested by Professor McCrank.

APPENDIX G. — *Continued*

Curatorial Administration:

LBSC 735	Curatorship of Historical Collections;	3
LBSC 709U	Conservation of Archival and Library Materials and/or (with permission) 4990: Collection and Conservation Management Workshop	
LBSC 785	Introduction to Reprography	<u>3</u>
		<u>6</u>
		27

ELECTIVE OPTIONS

1. 6-hours of directed study leading to a Master's thesis, with the intent to matriculate into a doctoral program at another institution. permission is required from the program coordinators for the arrangement of a thesis advisor; a minimal GPA of 3.5 in core courses is required. 6
2. 6-hours of electives for a terminal program (with no intention of advancing to doctoral studies). Electives should be chosen with the consent of the divisional coordinator to strengthen a student's total educational preparation and must include an internship in either a special library or a rare books collection unless this requirement is satisfied by previous experience. Additional coursework in administration, bibliography and text editing is advisable, plus electives in manuscripts and archives. 6

54 hours

APPENDIX G. — Continued

III. MA-PHS CURRICULUM: SCHOLARLY EDITING AND PUBLISHING

HISTORY

Core Requirements:		Credit Hours
HIST 600	History and/or	3
HIST 601	Methods in Historical Research	
HIST 818A	Introduction to Historical Editing;	3
HIST 818B	Advanced Historical Editing; this may involve an internship or intensive practical experience on a particular project	
		3
		9
Content Electives:		
HIST Series	- at least 4 graduate level courses in the	6
HIST 800s	- student's field of interest, two of which must be 800 -level seminars	
		6
		12
		24

LIBRARY SCIENCE

Foundations:		
LBSC 600	Proseminar: The Development and Operation of Library and Information Services	3
LBSC 651	Introduction to Reference and Information Services	3
LBSC 671	Organization of Knowledge in Libraries I	3
		9
Electives:		
LBSC 612	History of Books and Printing	
LBSC 712	Introduction to Codicology and Critical Bibliography	6
LBSC 751	Literature and Research in the Humanities	
LBSC 708V	Information Processing for Small-Scale Environments	
LBSC 708U	Conservation of Archival and Library Materials	9
LBSC 785	Introduction to Reprography	
LBSC 708	Special Topics: Publishing and Book Trade and/or Design of Reference Tools, or a knowledge of automated text processing, indexing and thesaurus construction, and printing technology is recommended	15
		24
		48 hours

ELECTIVE OPTIONS

1. 6-hours of directed study leading to a Master's Thesis with the intent to matriculate into a doctoral program at another institution. Permission is required from the program coordinator for the arrangement of a thesis advisor; a minimal GPA in core courses is required. 6

APPENDIX G. — *Continued*

2. 6-hours of electives for a terminal program (with no intention of advancing to doctoral studies). Electives should be chosen with consent of the divisional coordinator to strengthen a student's total education preparation. These may be in other units such as English (textual criticism; library editing), Graphic Arts, etc., or may entail additional project work.

6

Total 54 hours

APPENDIX G. — Continued

IV. MA-MLS CURRICULUM: SUBJECT-AREA SPECIALIZATION FOR BIBLIOGRAPHY AND REFERENCE

Specializations in 1) Humanities, 2) Social Sciences, and 3) History of Science and Technology

HISTORY

Core Requirement:		Credit Hours
HIST 600	Historiography and/or	3
HIST 601	Methods in Historical Research (preferred)	
Content Electives (courses from one of the three area-study groups):		
HIST 600- HIST 700 Series	1) Humanities focus upon intellectual, Religious and cultural history	15
	2) Social Science focus on socio-economic, diplomatic and legal history	
	3) Science-technology focus in the history of science technology and medicine	
Seminar Electives (the same focus as those elected in one of the three study areas):		
HIST 800 Series	1) Humanities focus upon intellectual, religious and cultural history	6
	2) Social Science focus on socio-economic, diplomatic and legal history	
	3) Science-technology focus in the history of science, technology and medicine	
A minimal requirement is the selection of two research seminars at the 800 level coordinated with electives for a field specialty.		
Specialization in history pertaining to one of the three defined study-areas. 800-level seminars may be substituted for 400-600 level courses when background warrants.		
		24 hours

LIBRARY AND INFORMATION SERVICES

Core Requirements:		
LBSC 600	Proseminar: Development and Operation of Libraries and Information Services	3
LBSC 651	Introduction to Reference and Information Services	3
LBSC 671	Organization of Knowledge in Libraries I	3
		9
Support Courses:		
LBSC 675	Introduction to ISAR Systems	3
LBSC 690	Introduction to Data Processing for Libraries and/or	3
LBSC 708V	Information Processing for Small-Scale Environments	
		6

APPENDIX G. — Continued

Bibliography Electives: (2 courses from the same study area selected in History specialization):

NOTE: LBSC 750 may be used as a substitute in any study-area with the consent of the advisor.

- 1) LBSC 751 Literature and Research in the Humanities;
LBSC 752 Literature and Research in the Arts;
- 2) LBSC 753 Literature and Research in the Social Sciences;
LBSC 764 Legal Literature, and/or
LBSC 766 Business Information Systems, and/or
LBSC 767 Governmental Information Systems
- 3) LBSC 762 Medical Literature and Librarianship
LBSC 756 Literature and Research in the Sciences
LBSC 708 Special Topics: i.e., Cybernetics, or
LBSC 709 Independent Study

6

Practical Experience (unless satisfied by previous experience in a library setting relating to the study-area of specialization):

LBSC 707 Field Study in Library Science

3

24 hours

ELECTIVES OPTIONS

1. 6-hours of directed study (HIST 799 or LBSC 709) leading to a Master's thesis, with the intention of matriculating into a doctoral program at another institution. Permission is required from the program coordinators for the arrangement of a thesis advisor; a minimal GPA 3.5 in core courses is required.
2. 6-hours of electives for a terminal program (with no intention of advancing to doctoral studies). Electives should be chosen with the consent of the divisional coordinator to strengthen the student's total educational preparation and may include an additional internship. When applicable the student may request to take a course in another department of the University in order to strengthen his/her specialty or gain specialized methodology.

6

6

54 hours

The fourth option, appropriate for specialization in bibliographic and reference services, is designed to provide flexibility and the opportunity for a student to work with his advisor and the coordinating team to tailor his/her own program to meet specific career goals, i.e., to work with the Geography Department and its historical geographers for map librarianship; or cooperation with Art History, especially its Museum Training program, for enhanced opportunities to specialize in museology and information services. Individualized programs can be developed with advisors and the coordinating teams for such combinations as family history and children's literature as

APPENDIX G. — *Continued*

a component of American cultural history, legal history and law librarianship, diplomatic history and international information service, public history and instructional media, science/technology and science information systems, history of medicine and medical/pharmaceutical librarianship, socioeconomic history and business information services, etc.

APPENDIX H. THE CURATORSHIP OF HISTORICAL COLLECTIONS (COURSE OUTLINE)

- 1.0 Introduction
 - .1 Arts & Humanities in the U.S.
 - .2 Historical & literary studies in the U.S.
 - .3 Rare Book Libraries and Special Collections in the U.S.
 - .4 Trends, Problems and National Planning
 - .5 Education
- 2.0 Institutional Settings
 - .1 Archives and Government Libraries
 - .2 State and Local Historical Societies
 - .3 Museums and Galleries
 - .4 Rare Book and Research libraries
 - .5 Academic libraries and special collections
 - .6 Public libraries and special collections
 - .7 Private Collecting and personal libraries
- 3.0 Rare books
 - .1 Manuscripts
 - .2 Incunabula
 - .3 Early books
 - .4 Americana
 - .5 Ephemera, realia & memorabilia
- 4.0 Collection development
 - .1 Acquisition policies and evaluation methods
 - .2 Acquisition methods and desiderata
 - .3 Search strategies
 - .3i Out-of-print and rare book market
 - .32 Current production: reprints, facsimiles, reference resources
 - .4 Dealers catalogs
 - .5 Book auctions
 - .6 Purchasing
 - .7 Solicitation
- 5.0 Financial Planning
 - .1 Accounting & reporting techniques
 - .2 Irregular budgeting
 - .3 Budget appropriations and accountability
 - .4 Fund-raising and patronage
 - .5 Grantsmanship
 - .6 Insurance and appraisal
- 6.0 Personnel
 - .1 Procedural planning and processing
 - .2 Staffing characteristics
 - .3 Continuing Education
 - .4 Environmental concerns
 - .5 Consulting services
- 7.0 Public Relations and Programs
 - .1 Media and publicity
 - .2 Programs, and publications
 - .3 Exhibits and displays
- 8.0 Readers Services
 - .1 Reference
 - .2 Use & Accessibility
 - .3 Control and security

APPENDIX H. —Continued

- 9.0 Conservation and facilities
 - .1 Design considerations
 - .2 Climatic environment
 - .3 Storage systems
 - .4 Conservation surveys
 - .5 Restoration facilities
- 10.0 Conclusions
 - .1 Old Problems and Continuing Concerns
 - .2 Future of Rare Books and Special Collections
 - .3 Conversion of present bookstock to special collections

APPENDIX I. RARE BOOKS AND HISTORICAL MANUSCRIPTS (COURSE OUTLINE)

- 1.0 Introduction to Bibliographic Studies
 - .1 Methodology, Specialization & Synthesis
 - .2 Archives, Diplomatic and Sigliography
 - .3 Historical Bibliography from 'pen to press'
 - .4 Codicology and/or Archeology of the Manuscript Book
 - .5 Descriptive, Analytic and/or Critical Bibliography
- 2.0 Writing materials
 - .1 Inks, pens, & brushes
 - .2 Parchment and vellum
 - .3 Paper and watermarks
 - .4 Physical Description
- 3.0 Diplomatics: the analysis of documents
 - .1 Latin
 - .2 Vernacular
 - .3 Anglo-American forms
- 4.0 Paleography & script identification
 - .1 Chancery hands
 - .11 Latin
 - .12 Vernacular
 - .2 Book hands
 - .21 Latin
 - .22 Vernacular
- 5.0 Typography & type identification
 - .1 'Paleo-typography' and incunabula
 - .2 Early type faces
 - .3 Early modern type faces
 - .4 Modern typography
- 6.0 Imprint data
 - .1 Incipits, colophons and probitoria
 - .2 Privileges and imprimata
 - .3 Printers' devices and advertisements
 - .4 Title pages
 - .5 Quasi-facsimile transcription
- 7.0 Anatomy of a book-layout and design
 - .1 Production practices
 - .2 Rubrics and signings
 - .3 Composition and Imposition
 - .4 Foliation and pagination
 - .5 Signatures and Collation formulae
- 8.0 Book Illustration
 - .1 Illumination and rubrication
 - .2 Xylography and woodcuts
 - .3 Engraving and etching
 - .4 Lithography
 - .5 Reprography
- 9.0 Bookbinding
 - .1 Medieval Structures
 - .2 Early Modern Structures
 - .3 Decorations and Styles
 - .4 Edition binding

APPENDIX I. — *Continued*

- 10.0 Bibliographic Description and Cataloging
 - .1 Standard Cataloging
 - .2 Short-title cataloging
 - .3 Descriptive and Critical Bibliographic catalogs
- 11.0 Automation Applications
 - .1 Pioneer projects
 - .2 Text processing
 - .3 Indexing and tracings
 - .4 Computerised cataloging
 - .5 Production of book catalogs
- 12.0 Conclusions
 - .1 Bibliography and Textual Scholarship
 - .2 Bibliography and Librarianship

APPENDIX J. QUESTIONNAIRE SUMMARY

1.	Majority viewpoint on role of library history in your curriculum:	
	1) Basic for intro. to profession -	24%
	2) Specialization field -	24%
	3) General background only -	32%
	4) All of the above -	11%
	5) No significant role -	9%
2.	Place of historical coursework in required core:	
	1) Always electives	62%
	2) Once required	38%
	1) Presently required -	3%
	2) Now a component of introductory courses -	37%
	3) Not especially integrated into core requirements -	60%
3.	Articulated Specialization programs	
	1. Total certificate, 6th yr., or 2-year MLS program	34 = 52% of total (64)
	a) With specialization capabilities in Rare Books & Special Collections	13 = 20% "
	b) With specialization capabilities in Archives & Manuscripts	17 = 27% "
	c) With both specialties, Rare Books & Archives	10 = 16% "
	2. MA-MLS programs:	7 = 11% of total (64)
	a) With specialization capability in Rare Books & Special Collections	3 = 5% "
	b) With specialization capability in	4 = 6% "
	c) With both specialties, Rare Books & Archives	3 = 5% "
	3. Ph.D. programs	23 = 36% of total (64)
	a) With specialization capability in Rare Books & Special Collections	10 = 16% "
	b) With specialization capability in Archives & Manuscripts	16 = 25% "
	c) With both specializations, Rare Books & Archives	10 = 16% "
4.	Language requirements:	
	1. Varies by specialization & degree program	92% of total (64)
	2. MLS requirement	8% "
	3. Doctorate requirement	39% " (23)

APPENDIX J. — Continued

5. Extent of interdisciplinary cooperation for specializations with:

- | | |
|----------------------------|-------------|
| a) Art History: | 3/45 = 7% |
| b) English Lang. & Lit: | 3/45 = 7% |
| c) History: | 10/45 = 22% |
| d) Hist. Soc. or Archives: | 4/45 = 9% |

93% of those surveyed maintained that cooperation existed but that it is informal and ad hoc. 3 schools not having formally structured cooperative arrangements with history for archival education are considering such programs now; another 3 schools have investigated such arrangements, but nothing came of these negotiations. All those schools with cooperative programs agreed that they are successful.

The subject-area MA is strongly recommended by the majority of schools for those going into academic and research librarianship; several schools noted that an increased number of their students interested in these areas already possess their MA before entrance.

6. Continuing education activities:

Only 9% of the schools responding to this survey are active in continuing education in the field of special collections; archival institutes and special summer programs are most frequent, followed by scattered specialized workshops in: 1) publishing and library relations; 2) conservation for practicing librarians; and 3) grantmanship.

7. Issue of cooperation between libraries and museums, archives and historical societies:

- | | |
|--|-----|
| a) Strongly favor such cooperation: | 30% |
| b) Identify this as an issue of current concern: | 8% |
| c) Lack of concern over this issue: | 2% |

8. Impact of Ph.D.'s pursuing post-doctoral MLS degrees:

- | | |
|---|---|
| a) Average number of doctorates currently enrolled: | 70 in 20 schools |
| b) Special accommodation for Ph.D.'s in programs: | 15% have special waivers, consideration, etc.. |
| c) Noticeable trend in specialization: | 54% note tendency to specialize in academic and research libraries |
| d) Admission policy toward applicants with doctorate: | 100% maintain neutrality, neither favoring nor discouraging entrance into library science |

9. Extent of historical approach in children's literature:

- | | |
|--|-----|
| a) Contains major historic treatment: | 81% |
| b) Contains only brief historical background: | 9% |
| c) Includes Analytical Bibliographic approach to children's books: | 1% |

APPENDIX J. — Continued

10.	Extent of automated production of bibliographies:	
a)	Typology of bibliographies included in automation courses:	23%
b)	No bibliographical component <u>per se</u> in automation courses:	77%
c)	Formal coursework in indexing and thesauri construction in automatic bibliographic services:	48%

VITA

Lawrence J. McCrank was educated at Moorehead State University (BA), University of Kansas (MA, Medieval History), Virginia (Ph.D., Medieval and Iberian History), and Oregon (MLS), with additional training at Frei Universitat in Berlin and the Universidad de Barcelona. He came to the College of Library and Information Services at the University of Maryland at College Park in 1976, where he is an assistant professor and coordinator of the MA and MLS Advanced Studies Curriculum in archives and historical collections, manuscripts and rare books, and scholarly editing and publishing. He is the author of several monographs, articles, and reviews, both in the United States and abroad, on Iberian ecclesiastical and monastic history, archival and library education, and medieval history. He is the IFLA bibliographer for Spain and Latin America for the *Annual Bibliography of the History of Printed Books and Libraries*, and also works as a consultant for special library collections and archives. He is currently working on a computerized rare book catalog for Mount Angel Abbey, Oregon, a manual for rare book librarianship, and studies on the ecclesiastical restoration and reconquest in medieval Spain.

OCCASIONAL PAPERS deal with any aspect of librarianship and consist of papers which are too long or too detailed for publication in a library periodical or which are of specialized or temporary interest. Manuscripts for inclusion in this series are invited, and should be sent to: OCCASIONAL PAPERS, Graduate School of Library Science, Publications Office, 249 Armory Building, University of Illinois at Urbana-Champaign, Champaign, Illinois 61820.

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